ED 254 611 AA 001 136

Resources in Education (RIE). Volume 20, Number 8.
Educational Resources Information Center (ED/NIE), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $70.00 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 254 624 CE 040 362

Adult Learners: Key to the Nation's Future.

Commission on Higher Education and the Adult Learner, Columbia, MD.

SPONS. AGENCY- American Council on Education, Washington, D.C.; Council for the Advancement of Experiential Learning, Columbia, Md.; Maryland Univ., College Park. Univ. Coll.

PUB DATE- Nov 84

NOTE- 22p.

AVAILABLE FROM- Commission on Higher Education and the Adult Learner, 10598 Marble Faun Court, Columbia, MD 21044.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Access to Education; *Adult Education; Adult Literacy; Change Strategies; *College Role; Cooperative Planning; Delivery Systems; Educational Cooperation; Educational Improvement; *Educational Needs; Educational Objectives; *Educational Policy; Federal Aid; Financial Support; *Government Role; Grants; Higher Education; Illiteracy; *Policy Formation; Position Papers; School Business Relationship; School Community Relationship; School Districts; State Action

For reasons of National interest embedded in the economic, political, and social determinants of the quality of life, the fostering of learning by adults is an immediate and compelling National need that requires a lucid and forthright statement of National policy and immediate attention by the Nation's colleges and universities. To meet this need, it is imperative that the Federal Goverment and the major providers of education and training to adults take definitive actions directed at meeting the following major challenges: developing or renewing employability for the unemployed, maintaining and enhancing occupational skills in the face of technological change, eliminating adult illiteracy, providing equal access to education for all adults, and developing knowledgeable citizens in an information and technological society. Recommended Federal actions in the area of financing adult learning include the stimulation of innovation in the delivery of adult education through institutional grants, encouragement of the development of improved delivery systems through multiyear challenge grants, provision of financial assistance to needy adult learners and of voucher assistance to unemployed persons, and elimination of present disincentives to adult learning in the tax system. Efforts must also be increased to develop new partnerships among labor, business, government, and higher education through such avenues as regional conferences and National, regional, and local communications networks. (Appended to this position paper are a description of a program for Federal support of adult learning and an outline of the Institutional Self-assessment Project.) (MN)

ED 254 637 CE 040 805

Farley, Dean E.

Sole Community Hospitals: Are They Different? A Statistical Analysis of the Hospitals and Their Treatment under TEFRA and PPS. Hospital Studies Program. Hospital Cost and Utilization Project. Research Note 5.

National Center for Health Services Research and Health Care Technology (DHHS/PHS), Rockville, MD.

REPORT NO.- DHHS-PHS-85-3348
PUB DATE- Mar 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Delivery Systems; Federal Aid; Finance Reform; *Financial Needs; *Financial Policy; Financial Support; *Health Facilities; Health Services; *Hospitals; Medical Care Evaluation; *Medical Services; *Public Policy; Tables (Data); Tax Rates
IDENTIFIERS- Medicare; Prospective Payment System; *Sole Community Hospitals; Tax Equity and Fiscal Responsibility Act 1982

A study examined the treatment of sole community hospitals under the Tax Equity and Fiscal Responsibility Act of 1982 (TEFRA) and the Prospective Payment System (PPS) for Medicare as compared to the treatment of hospitals not designated as sole community hospitals under these same two policy guidelines. (A sole community hospital is defined as a hospital constituting the primary, and often only, source of inpatient services for residents of a market area.) The data analyzed in the study were obtained from several sources, including the Hospital Cost and Utilization Project database of the National Center for Health Services Research and Health Care Technology Assessment, the Health Care Financing Administration, and individual hospitals' Medicare Cost Reports. These data indicated that sole community hospitals are primarily small, rural, and western. Organized chiefly on a not-for-profit basis, they play virtually no role in medical education. In comparison with national averages, they have fewer specialized services and facilities. Their financial position appears to be somewhat less favorable than that of comparable facilities, and they tend to have older facilities and to have less access to capital markets. These facts, coupled with further analysis, may indicate the need for even more direct remedial action than those provided for sole community hospitals in TEFRA and PPS. (This report includes 12 tables.) (MN)

ED 254 650 CE 040 854

Campbell, Paul B.; Panzano, Phyllis
Toward Excellence in Secondary Vocational Education: Elements of Program Quality. Information Series No. 291.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 45p.; For related documents, see CE 040 855-856 and CE 040 858-860.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (IN291--$4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Quality; Guidelines; *Models; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Program Evaluation; Secondary Education; *Vocational Education
IDENTIFIERS- Excellence in Education; *Quality Indicators

This publication informs policymakers of the breadth of the elements of quality and suggests an integrated framework for assessing quality to policymakers and vocational education evaluators. Chapter 1 discusses the development of a proposed framework identifying the elements of vocational education quality. The framework is composed of three critical components: context, educational experience, and vocational outcomes. Chapter 2 introduces and defines the elements of quality related to educational outcomes. These elements are categorized under two general types of outcomes: individual and societal, with a subset of societal outcomes specific to employers. Chapter 3 parallels chapter 2 in structure but focuses on the elements of quality related to the educational experience. It discusses the school context and school process, and their components, which define the boundaries of the school context and school process domains. Chapter 4 presents some issues and guidelines regarding the development of quality indicators for the elements within the proposed model. It defines quality, describes approaches to assessing quality, and then suggests a process for identifying and prioritizing subelements within the model. References are appended. (YLB)

ED 254 662 CE 040 676

Selman, Gordon R.
Alan Thomas and the Canadian Association for Adult Education, 1961-1970. Occasional Papers in Continuing Education, Number 24.
British Columbia Univ., Vancouver. Centre for Continuing Education.
PUB DATE- Feb 85
NOTE- 85p.
AVAILABLE FROM- Centre for Continuing Education, University of British Columbia, Vancouver, BC, Canada V6T 2A4 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- *Adult Education; *Adult Learning; Adult Literacy; Advocacy; Citizenship Education; Continuing Education; *Educational History; Foreign Countries; Literacy Education; *Organizations (Groups); Programs; Public Policy
IDENTIFIERS- Canada; *Canadian Association for Adult Education; *Thomas (Alan)

Alan Thomas' vision of a learning society and its implications for public policy and adult education in Canada were the driving forces in the Canadian Association for Adult Education (CAAE) for the nine years of his directorship. The most distinctive and important idea that he contributed to the field in the 1960s was that the basic concept must be adult learning, as distinct from adult education. One of the most notable principles that guided his efforts was a call for a "national policy" for adult education and adult learning. The Thomas years involved an attempt to create a national organization that retained its unitary character but that simultaneously encouraged and incorporated provincial bodies, called divisions. The forums, Joint Planning Commission, and study-discussion programs were discontinued. A Special Programs Committee was established. Active standing committees were those on residential adult education, communications, labor and education, school boards and adult education, and literacy. Other program areas included citizenship, voluntary action, human relations training, and guidance and counseling. The most substantial project undertaken was the formation and accomplishments of the Commission for the Community College. Services provided were journals, other publications, information, research, and library services. Advocacy activities on behalf of adult education continued to be stressed. (YLB)

ED 254 675 CE 040 925

Crowe, Jacquelyn

Identify Skills and Proficiency Levels Necessary for Entry-Level Employment for All Vocational Programs Using Computers to Process Data. Final Report.

Spokane Community Coll., WA.

SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- Feb 85
NOTE- 20p.; Funded by the Research Coordinating Unit of the Washington State Commission for Vocational Education.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accounting; *College Programs; Community Colleges; Competence; *Data Processing; Educational Needs; Employer Attitudes; *Employment Qualifications; *Entry Workers; Job Skills; *Office Occupations Education; Two Year Colleges; *Word Processing
IDENTIFIERS- Washington

This study investigated computer and word processing operator skills necessary for employment in today's high technology office. The study was comprised of seven major phases: (1) identification of existing community college computer operator programs in the state of Washington; (2) attendance at an information management seminar; (3) production of a workshop to identify skills and proficiency levels necessary for entry-level employment for all vocational programs using computers; (4) development of an evaluation instrument based on 143 task statements within 7 duty statements from the workshop results; (5) administration of an in-depth statewide study by interview and by mail; (6) tabulation of findings, and (7) dissemination of results using graphic illustrations. The study found that the greatest number of employers required minimum proficiency rates of 10,000 keystrokes per hour for data entry operators with an error rate of 1; company proficiency levels for word processing operators were most likely to be between 50 and 65 words per minute, with an error rate of 5. The application software packages most often used were Lotus 1-2-3, WordStar, and MULTIPLAN. Respondents reported that word processing and accounting were the most frequent uses of computer applications. In order of importance, respondents rated these skills: task performance, communicating with others, preparing documents, sending and receiving documents, maintaining documents, maintaining equipment, managing records, and using equipment. After the current entry-level skills and proficiency levels were identified, an Information/Data Entry Specialist program was developed, to be implemented in the spring quarter of 1985. (KC)

ED 254 689 CE 040 965

Low Voltage Alarm Apprenticeship Related Training Modules. 6.1-6.6 Safety.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 89p.; For other apprenticeship documents related to this trade, see CE 040 962-969. For pre-apprenticeship documents covering safety (using many of the same modules), see ED 217 269-274. Many of the modules are duplicated in CE 040 972 and CE 040 991.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Alarm Systems; *Apprenticeships; Behavioral Objectives; Electricity; Fire Protection; Hand Tools; Individualized Instruction; Job Skills; Learning Modules; *Occupational Safety and Health; Postsecondary Education; Safety; *Safety Education; *Trade and Industrial Education

IDENTIFIERS- Power Tools

This packet of six learning modules on safety is one of eight such packets developed for apprenticeship training for low voltage alarm. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a check list of steps the student should complete), a vocabulary list, an introduction, information sheets, assignment sheet, job sheet, self-assessment, self-assessment answers, post-assessment, instructor post-assessment answers, and a list of supplementary references. Supplementary reference material may be provided. The six training modules cover general safety, hand tool safety, power tool safety, fire safety, hygiene and safety, and safety and electricity. (YLB)

ED 254 705 CE 040 981

Stationary Engineers Apprenticeship. Related Training Modules. 11.1-11.2 Lubrication.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 44p.; For related documents, see CE 040 971-990.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Energy; Energy Occupations; Equipment Maintenance; Equipment Utilization; Evaluation Criteria; Job Skills; Job Training; Learning Modules; *Lubricants; Postsecondary Education; *Power Technology; Standards; *Trade and Industrial Education

IDENTIFIERS- *Stationary Engineering

This learning module, one in a series of 20 related training modules for apprentice stationary engineers, deals with lubrication. Addressed in the individual instructional packages included in the module are the various types of lubricants, lubricant standards, and criteria for selecting lubricants. Each instructional package in the module contains some or all of the following: a lesson goal, performance indicators, a study guide, a vocabulary list, an introduction, instructional text, an assignment, a job sheet, a self-assessment activity, a post-assessment instrument, answers to the post-assessment instrument, and a list of recommended supplementary references. (MN)

ED 254 722   CE 040 998

Millwright Apprenticeship. Related Training Modules. 8.1-8.5 Turbines.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 295p.; For related documents, see CE 040 991-041 007. Many of the modules are duplicated in CE 040 985.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Engines; Job Skills; Job Training; Learning Modules; Machine Tools; Mechanics (Physics); Postsecondary Education; *Power Technology; *Pressure (Physics); *Trade and Industrial Education
IDENTIFIERS- *Millwrights; *Turbines

This packet, part of the instructional materials for the Oregon apprenticeship program for millwright training, contains five modules covering turbines. The modules provide information on the following topics: types, components, and auxiliaries of steam turbines; operation and maintenance of steam turbines; and gas turbines. Each module consists of a goal, performance indicators, student study guide, vocabulary, introduction, information sheets illustrated with line drawings and photographs, an assignment sheet, a job sheet, a self-assessment test with answers, a post-assessment test with answers for the instructor, and a list of supplementary references. (Copies of supplementary references, which are sections of lectures from a correspondence course published by the Southern Alberta Institute of Technology, are included in the packets.) (KC)

ED 254 738 CE 041 030

Livingston, Mary Etta; Benson, Robert T.
V-TECS Guide for Farm Business Manager.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 84
NOTE- 211p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Machinery; *Agricultural Production; Behavioral Objectives; Competency Based Education; Curriculum Guides; *Farm Accounts; *Farm Labor; *Farm Management; Job Skills; Learning Activities; Secondary Education; Student Evaluation
IDENTIFIERS- *Vocational Technical Education Consortium States

This Vocational-Technical Education Consortium of States (V-TECS) guide provides materials for a farm business manager course. It is designed to be used with any teaching methods the instructor may choose. As an extension of a V-TECS catalog, the guide is based on the duties, tasks, performance objectives, and performance guides compiled in the catalog for general farm manager. For each task are provided a performance objective, performance guides, suggested learning activities, a list of resources, required tools and equipment, and evaluation standards. The duties are obtaining and/or disposing of the farm enterprise, managing and supervising the labor supply, managing the crop program, managing the livestock program, managing the machinery and equipment program, managing the farm buildings, managing finances of the farm business, managing taxes for the farm business, and performing general administrative services. Appendixes include a cross-reference table of duties, tasks, and performance objectives; a glossary; a tool and equipment list; and a bibliography. (YLB)

ED 254 752 CE 041 059

Sansregret, Marthe
Adults' Prior Learning: An Overview of Various Methods of Recognition.
PUB DATE- Jun 84
NOTE- 16p.; Paper presented at the CSAE/ACEEA Learned Societies Conference (Guelph, Canada, June 1984). For related documents, see ED 244 050 and CE 041 060.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Adult Students; Certification; College Credits; *College Programs; *Credentials; Equivalency Tests; *Evaluation Methods; *Experiential Learning; Lifelong Learning; Portfolios (Background Materials); Postsecondary Education; *Prior Learning; Qualifications; Special Degree Programs; Standards

Adults learn from many sources, such as volunteer work, community services, homemaking, jobs, and other activities, and they increasingly want this learning to be recognized so that they can reenter the job market, get a promotion, or return to college. Therefore, scientific methods have been developed to help adults document their experiential learning. Among the main ways to assess prior experiential learning, the portfolio seems to be the most flexible and the most accurate. Other methods include testing, either by individual teachers or by standardized tests, and interviews. One of the basic principles of recognition of prior learning is to award credit only where credit is due in direct relation to education and/or working objectives. Recognition of prior learning has been successfully implemented in the United States, and the U.S. is now in the final stage of the overall process, which is the standardization of evaluation criteria. One principle must remain fixed: recognition must be given for learning outcomes in relation to goals by experts whose competence is evident using scientifically proven methods. (Examples of methods of recognizing prior learning in colleges in the U.S. are given in this paper.) (KC)

ED 254 766 CG 018 050

Geizer, Bernard P., Ed.
Management of Youth Rehabilitation Programs. Program Audit.
New York State Legislative Commission on Expenditure Review, Albany.
PUB DATE- Oct 82
NOTE- 96p.; For a follow-up to this report, see CG 018 051.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Correctional Education; *Correctional Institutions; *Delinquent Rehabilitation; *Organizational Effectiveness; Participant Characteristics; *Program Costs; Program Descriptions; Program Evaluation; *Program Implementation; Recidivism; *Rehabilitation Programs; State Agencies
IDENTIFIERS- Audits; Impact Studies; New York

This report presents the results of an evaluation of New York State's Division for Youth (DFY) rehabilitation programs, which range from secure facilities to residential homes. The goals of the evaluation were to assess the level of expenditures for facility operation and use, to determine the scope of programs and the extent to which they meet the needs of youth, and to examine the organizational and administrative framework for assessing program management and implementation. Following the executive summary, the background of the programs is presented, and data on DFY expenditures and facility utilization are reviewed; projected expenditures are provided. DFY programs are described, including education programs (secure/non-community based, and community based), vocational education and employment programs, health and counseling services, and programs for handicapped youths. The organization and management of DFY programs are discussed focusing on program strategies from 1976 through 1981, organizational problems (e.g., duplication of functions), central office operations, ongoing program reviews and recommendations, and the regional structure for the management of secure facilites. Chapter summaries are provided for each of the four main areas. The appendices include: a list of those interviewed and contacted for the evaluation; table showing the mean years behind grade level in reading and math for DFY program participants; tables showing DFY vocational education and employment funding by source, 1978-1982--community based employment programs and residential facilty vocational education programs; organizational charts of DFY rehabilitation operations and office procedures; and copies of the correspondence between the DFY and the legislative committee concerning the program audit. (MCF)

ED 254 781 CG 018 066

Jail Removal Cost Study. Volume 1.
Illinois Univ., Champaign. Community Research Center.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- May 82
NOTE- 35p.; For volume 2 of this study, see CE 018 067.
GRANT- 82-JS-AX-0004
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Cost Estimates; *Delinquency
IDENTIFIERS- Deinstitutionalization (of Delinquents); Impact Studies; *Jails; *Juvenile Justice

This report presents a summary of the findings of a study conducted to examine the costs, experiences, and ramifications of removing children from adult jails and lockups. The approach used to conduct the study during a 6-month period (December, 1981-May, 1982) combined a mailed survey questionnaire to access state level information, and a detailed interview survey process to determine the cost and ramifications of jail removal efforts in selected local/regional areas which have either eliminated the jailing of juveniles, or were implementing a plan to effect complete removal as required by Congress. The structure of the report reflects the multiple information sources used to estimate jail removal costs and ramifications. The integrated findings and recommendations have been compiled through the use of the cost models on program operations, the 50 state surveys, and information on the actual experiences of the jurisdictions participating in the OJJDP Jail Removal Initiative. The discussion is organized under the three major topics mandated by Congress: (1) likely costs associated with implementing removal requirements; (2) experiences of jurisdictions which currently require the removal of juveniles from adult jails and lockups; and (3) ramifications which may result from the removal requirement. Within each major topic, results are presented in terms of the source of information (e.g., whether the results are from the state surveys, the experiences of jurisdictions currently requiring removal, or the cost analysis and models of currently operating alternatives). Next, a set of conclusions drawn from the results is detailed. Finally, three recommendations following the last set of conclusions are presented. (MCF)

ED 254 795 CG 018 080

Andrews, D. A.; And Others

Some Psychometrics of Practical Risk/Needs Assessment in Corrections.

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

PUB DATE- Aug 84

NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). Table 1 is marginally legible because of small print. Also sponsored by the Ontario Ministry of Correctional Services.

GRANT- 410-78-0027; 410-80-0729

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adults; Delivery Systems; *High Risk Persons; Individual Needs; Interviews; *Needs Assessment; *Predictive Validity; *Prisoners; Records (Forms); Services; Supervision

IDENTIFIERS- Level of Supervision Inventory; Ontario; *Probation (Criminal Justice)

One approach to classification of criminal cases suggests that controls are best allocated to those at risk and services to those in need. The Level of Supervision Inventory (LSI), a 58-item risk/needs checklist developed in Ontario Probation and Parole, was completed on the basis of reviews of official records and interviews with subjects and collaterals for adult probationers (N=853) and prisoners (N=227) serving sentences of 90 days to 2 years. Results showed that the areas of risk and need combined to form a scale of internal consistency. An underlying variable corresponding to a propensity for rule violations was suggested. Total LSI scores were most strongly associated with measures of generalized rule violations, emotional/personal disturbance, and skill deficits. In both prison and probation samples, intake LSI scores were positively correlated with indices of official levels of supervision. Further investigation suggested that the predictive validity of risk/needs assessments may increase dramatically upon reassessment. The same pattern of predictive validity was found across correctional settings; samples differing in age, gender, and criminal history; measures of deviance; and over variations in the frequency and seriousness of new charges. Results support the principle of allocating intensive services according to risk and need. (The LSI is appended.) (NRB)

Christy-Baker, Cynthia
Assessment and Interviewing in Child Welfare. Publication No. 10.
Tulane Univ., New Orleans, La. School of Social Work.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 82
NOTE- 54p.; For other manuals in this series, see CG 018 096-097.
GRANT- 90-CT-1953(3)
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Child Abuse; *Child Neglect; *Child Welfare; Client Characteristics (Human Services); Counselor Client Relationship; *Evaluation Methods; Foster Care; Hostility; Inservice Education; *Interviews; Programed Instructional Materials; Questioning Techniques; *Social Workers

Basic knowledge and practice skills in assessment and interview techniques for the beginning level child welfare worker are provided in this self-instructional manual. The material is geared specifically to the worker in abuse and neglect or foster care cases. In Part 1 of the guide, the areas of intake and assessment are considered. The intake process is described, basics of intake and assessment are enumerated, an assessment outline is provided, and forms for recording intake data and for evaluating the child's relationship with adults and peers are given. Early diagnosis of the severity of abuse is presented as a tool in case management, and types of physical abuse cases referred to protective service agencies are described. Issues regarding removal of children from the home are addressed. Interviewing is discussed in Part 2 of the manual. Worker self-awareness questions are provided and worker behaviors which may invite or discourage attack are listed. Suggestions are made for dealing with hostility. Basic directive and non-directive interviewing techniques are explained and flexible guidelines for interviewing and working with children are described. Interviewing and practice techniques are included. Lists of training materials and references for assessment and interviewing are given. (NRB)

ED 254 822 CS 007 933

Allington, Richard; And Others
What Is Remedial Reading? A Descriptive Study.
PUB DATE- Feb 85
NOTE- 25p.; Paper presented at the Annual Meeting of the Colorado Council of the International Reading Association (18th, Denver, CO, February 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Classroom Observation Techniques; Elementary Education; *Program Content; *Program Effectiveness; Program Evaluation; *Reading Instruction; Reading Materials; *Reading Research; *Remedial Reading; Research Methodology; Teacher Effectiveness; Teacher Role; Teaching Methods
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

A study was conducted to provide preliminary information on the nature of remedial reading instruction. Specifically, the study examined the focus of remedial instruction and the relationships of this instruction to the classroom reading program. In addition, it gathered data on what instructional activities remedial students missed when they left their regular classrooms. Information was gathered through observation of remedial reading students both in their classroom reading instruction and in their remedial sessions. Students were from five different first through fourth grade classrooms in four different schools. Four of the five programs were organized around a "pull out" model wherein the students left the regular classroom for remedial instruction. The fifth was an in-class program in which instruction was delivered by a Chapter 1 aide. Results showed that while individual teachers used little instructional variety, they did use a wide range of materials. There was little evidence of the use of clear cut goals or of monitoring of student advancement toward goals, and teachers tended to use a single or small set of activities for all of their groups of students. Little congruence was found between instruction in regular classrooms and instruction in the remedial classes. Data also supported previous findings that Chapter 1 programs do not provide students with additional time for reading instruction. (FL)

ED 254 836 CS 007 965

Meckler, Terry Anne; Vogler, James D.
Reading Improvement Using the Health Curriculum.
PUB DATE- Apr 85
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Skills; Comparative Analysis; *Content Area Reading; Grade 7; *Health Education; Inservice Teacher Education; *Integrated Curriculum; Junior High Schools; Junior High School Students; *Language Arts; *Reading Instruction; Reading Skills; Teacher Improvement

To determine whether emphasizing on basic skills in subject matter courses is an effective approach to improving junior high students' achievement in reading and language arts, 389 students and 16 teachers were assigned to either an experimental treatment group consisting of a health curriculum restructured to use a reading/language format or a control group which received only the traditional health curriculum. It was hypothesized that students in the experimental group would make significantly greater gains in reading/language test scores than the control group students. It was also hypothesized that after receiving teaching techniques through inservice the teachers in the experimental group would produce better lesson plans than the control group teachers. The inservice training consisted of five full-day sessions that addressed the use of the following basic skills as part of the new health curriculum: word meaning, complete sentences, paragraphs, sequence, main topic, topic sentences, drawing conclusions, cause and effect, and fact and opinion. Prior to and after the project year both the experimental and control groups were administered the Basic Skills Inventory. Results supported both hypotheses. (HOD)

ED 254 851 CS 208 801

Speckman, Karon Reinboth
Sins of Omission and Commission: The Press and Pre-Election Polls.
Freedom of Information Center, Columbia, Mo.
REPORT NO.- FOI-505
PUB DATE- Jan 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Elections; *Information Dissemination; Mass Media Effects; *Newspapers; *News Reporting; Public Opinion; *Reliability; *Validity
IDENTIFIERS- *Opinion Polls

Noting that public opinion polls are here to stay, this report focuses on the difficulties of good poll reporting in newspapers that use (1) syndicated polls; (2) private polls from political candidates, or (3) their own polls, and argues that newspapers must learn how to report them well. The first section of the report traces the history of polling in American politics from the 1824 presidential campaign to the polls of the 1980s. The second section provides excerpts from criticism and praise of polling, and the third discusses reporting and analyzing errors. The fourth section offers guidelines for improving the reporting of polls, and the last discusses the continuing need for polling. (FL)

ED 254 866 CS 208 834

Merrill, Stephen M.

Stases, Common Topics and Lines of Argument for the Letter of Application: A Reader-Centered Heuristic Procedure.

PUB DATE- Mar 85

NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985). Document contains microdot printing that may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Audience Analysis; *Business Correspondence; Employment Qualifications; Higher Education; *Job Application; *Persuasive Discourse; *Rhetoric; Teaching Methods; *Writing Instruction; Writing Skills

IDENTIFIERS- *Audience Awareness

The letter of application should make use of message strategies that show the writer's awareness of the explicit needs of specific readers. However, very few students are able to write them, partially as a result of the audience analysis procedures that are suggested for student use. Students need a reader analysis procedure to help them learn ways of framing messages that are reader adaptive. Classical rhetoric offers such procedures through stases, common topics, and potential lines of argument. Their sequence guides the writer from a general classification of the nature of the point of contention, through a limited list of questions for locating potential points of objection, to ways of framing arguments to deal with those points. For the letter of application, the common topics and lines of argument for existing positions might include such questions as, (1) What needs or requirements are made evident by the persuasive target? (2) What are the applicant's qualifications for the job? and (3) What are the disadvantages in the persuader's qualifications? By focusing the students' attention on potential objections, this system should help them gain insight into how others might view their qualifications and ways of dealing with objections. (HOD)

ED 254 881 CS 504 864

Marsh, D. T.
Effective Listening Skills. Coombe Lodge Working Paper. Information Bank Number 1463.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Feb 80
NOTE- 10p.
AVAILABLE FROM- The Futher Education Staff College, Librarian, Coombe Lodge, Blagdon, Bristol, BS18 6RG, England.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Skills; Counseling Techniques; Interaction; *Interpersonal Communication; *Interpersonal Competence; *Listening; Listening Habits; *Listening Skills; Problem Solving
IDENTIFIERS- Self Awareness

Successful interpersonal skills depend largely on skill in communication. The principal concern in the process of transmission, attending to, understanding, and accepting is attending--listening effectively and positively. Listening is a difficult skill and, for a variety of reasons, is not a natural state for most people. Self-awareness is the first step to developing listening skills. Some behaviors that indicate listening include reflecting, disagreeing, clarifying, confirming, and nonverbal signs. Some behavioral characteristics are effective, some are not, and some may even be negative in that they block any listening at all. Communication in a problem solving situation is difficult because people do not always feel free to say what they really mean. Responses that can facilitate problem solving include door openers, passive listening, acknowledgement responses, and active listening. Facilitative behaviors in a counseling situation include (1) seeking feelings, (2) seeking information, (3) reflecting feelings, (4) testing interpretations, (5) encouraging continuity, (6) agreeing, (7) expressing feelings, (8) giving information, and (9) giving interpretation. When listening to someone else, it is possible to hear not only the content of what is being said, but also the feelings and underlying motivation. Understanding and acceptance can occur only after successful attending. (ATH)

ED 254 895 EA 017 517

Piele, Philip K.

Local Area Networks in Education: Overview, Applications, and Current Limitations.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-86552-089-5
PUB DATE- 85
NOTE- 43p.
CONTRACT- 400-83-0013
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; purchase orders, add $2.00 for handling; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Assisted Instruction; *Computer Oriented Programs; *Computer Software; Definitions; Elementary Secondary Education; *Information Networks; Legal Problems; Merchandise Information; *Microcomputers; Office Management; Purchasing; Technological Advancement; *Telecommunications; Two Year Colleges
IDENTIFIERS- Electronic Mail; *Local Area Networks

Local area networks (LAN) are privately owned communication systems that connect multivendor devices at high speed. As microcomputers become more common in schools, user interest in sharing information, software, and peripherals will increase. A basic understanding of the operation of all LAN's can be gained by knowing four elements: media, topology, method of channel access, and bandwidth. LAN's used for instruction provide advantages not available from a single microcomputer. Cost savings result from students sharing public domain and network-licensed instructional software as well as peripherals. Teachers can unobstrusively monitor students' progress while programs make the assessment of student progress easier. Communications devices turn the microcomputer into a library. Administrative applications of LAN's include recordkeeping, word processing, budgeting, scheduling, and inventory control. The use of any micrcomputer LAN available today is limited by (1) the need for network management, (2) the shortage of technical support, (3) the lack of multi-user database management system (DBMS) software, and (4) the legal barriers to the use of single-user software on LAN's. School administrators should begin a process of hands-on LAN familiarity and training, site visitations, and data communications needs assessment before purchasing a LAN. Twenty-eight references are included. (MLF)

ED 254 909 EA 017 569

DeFord, Diane E.

Issues in Collaborative and Deliberative Processes.

PUB DATE- 84
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communicative Competence (Languages); Cooperation; *Cultural Context; Curriculum Development; Elementary Secondary Education; *Language Processing; *Social Behavior; Social Dialects; *Teacher Student Relationship

As an introducation to a symposium on curricular innovation, a sociolinguistic perspective is used to tie together presentations to follow on collaborative and deliberative processes in pedagogy, research, and evaluation in school settings. Collaboration and deliberation, as processes, are bound by the same constraints and potentials inherent in any communicative exchange, and factors that may exert independent influence on any collaborative venture are setting, participants, roles, and topic. Setting refers to the locale rather than the action and influences what is said and how it is stated. Participants may also bring clearly defined expectations of their status or role within a given interaction. Status refers to ascribed or achieved attributes that consistently influence how an individual speaks, or is spoken to. The notion of perceived role or status may also be influenced by cultural differences. For example, it has been shown that dialect differences seem to affect teachers' expectations and, therfore, their evaluation of students. Finally, topic refers to what the speech is about and can carry "social information" about the feelings of the speaker, sense of importance, and a sense of the relationship in which the speaker is involved. A 13-item bibliography is included. (MLF)

ED 254 924 EA 017 587

Turnbaugh, Roy C.
A Successful Program to Improve Student Performance.
PUB DATE- 25 Apr 84
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association as part of "When Worlds Collide: School-University Cooperative Research," a Northwestern University Consortium (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Achievement Tests; *Criterion Referenced Tests; Elementary Secondary Education; Language Skills; Mathematics Achievement; Program Design; *Program Development; *Program Evaluation; Program Implementation; Reading Achievement; *Sequential Learning
IDENTIFIERS- *Geneva Community Unit School District 304 IL

This paper describes and reports results of a program aimed at improving performance of all students, K-12, through a program of sequenced objectives monitored with criterion-referenced tests. Target curriculum areas were mathematics, reading, and language skills. Nationally normed achievement tests were administered in a base year and each year thereafter. Over a 5-year period students registered a gain of a full year in each of the three curriculum areas. A 10-item reference list, several tables and graphs, and an addendum giving achievement test scores for a sixth year are provided. (Author/DCS)

ED 254 938 EA 017 603

Freeborne, Gerald L.
The New York Experience: Phase II 1980--To the Future.
PUB DATE- Apr 84
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ancillary School Services; Computers; Educational Technology; Educational Trends; *Education Service Centers; Elementary Secondary Education; Inservice Education; Inservice Teacher Education; Instructional Improvement; *Regional Programs; Regional Schools; Shared Services; Special Education; *State Agencies; *State Programs; *Statewide Planning; Vocational Education
IDENTIFIERS- *Boards of Cooperative Educational Services; *New York

The New York State Boards of Cooperative Educational Services (BOCES) are designed to meet the demand for regional delivery of supplementary educational services and support for New York State school districts. BOCES have provided occupational education programs and special education programs for the disabled as well as other shared services. This paper discusses recent activities and future directions of BOCES. The first section describes a planning process to identify need for change in occupational education programs to reflect the transition from a manufacuring economy to one based on service and technology. The second section describes recent developments in special education, including a statewide network for providing inservice education to teachers, administrators, parents, board of education members, and support personnel. The third section describes the role of BOCES in providing inservice training in all educational areas. An action plan, designed to improve elementary and secondary educational results, calls for regional training and resource centers in each of the 43 BOCES and the 5 large cities. The fourth secion describes the 13 regional computer centers delivering management and instructional support services to the school districts in New York State. The fifth section describes regional planning and cooperation in instructional management, and the final section points out important future directions for BOCES, including proposed legislation to permit academic course offerings at regular BOCES centers. (TE)

ED 254 952 EA 017 618

Hickrod, G. Alan; Chaudhari, Ramesh B.
A Proposed Resource Cost Model Grant-in-Aid System in Illinois: Equity Considerations and Other Observations.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
SPONS. AGENCY- Illinois School Problems Commission, Springfield.; Illinois State Board of Education, Springfield.; Illinois State Univ., Normal. Graduate School.
PUB DATE- Mar 85
NOTE- 27p.
AVAILABLE FROM- Publication Sales, Center for the Study of Educational Finance, Illinois State University at Normal, 331 DeGarmo Hall, Normal, IL 61761 ($2.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Equity (Finance); Elementary Secondary Education; Equalization Aid; *Finance Reform; *Foundation Programs; Grants; Models; Resource Allocation; School Funds; School Support; *State Aid; State Boards of Education; State Legislation; *State Programs; State School District Relationship; Tax Allocation
IDENTIFIERS- Illinois; Illinois State Board of Education; *Resource Cost Model

This paper evaluates the equity dimensions of a grant-in-aid system based on the Resource Cost Model (RCM), as proposed by the Illinois State Board of Education. The first section is an independent evaluation of the conceptual and legal aspects of the RCM, focusing on both the weaknesses and the strengths of the model. In the second section, an initial empirical investigation of the RMC distribution is described. The third section addresses the central purpose of the study: the conduct of the equity tests. In addition, reasons are provided for the abandonment of the older dispersion tests as not appropriate with the RCM model. In the fourth section, contrasts are drawn between the RCM and other reform proposals currently within the Illinois General Assembly. The conclusion suggests that if the RCM were funded at the levels indicated by the board's proposal, progress would be made toward equity goals. Nine illustrative tables are provided to complement the text, and an appendix offers the rationale for the reforms, as cited by the Governor of Illinois and the State Superintendent of Education respectively. (TE)

ED 254 967 EC 172 018

Cegelka, Patricia Thomas; Rodriquez, Ana Maria

Educational Services to Handicapped Students with Limited English Proficiency: State of the Art and Future Directions. Statewide Status Study, Promising Practices, and Resource Directory. Technical Report s . Multicultural Education Series #1-3.

San Diego State Univ., CA. Dept. of Special Education.

SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.

PUB DATE- 84

NOTE- 179p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Delivery Systems; *Disabilities; Elementary Secondary Education; *Incidence; *Limited English Speaking; Program Descriptions; Program Evaluation; Resource Materials; State Surveys

IDENTIFIERS- *California

The study was designed to develop an information base on education services to handicapped children and youth in California who are also limited in English proficiency (LEP) and to identify promising practices in their education. The first of three documents collected here is a report of the statewide questionnaire survey of a random sample of 145 school districts and 11 county offices. Data are presented on prevalence factors as well as on comparisons of districts with and without LEP handicapped students (in terms of referral, screening and assessment, staff development, educational programing, and Spanish emphasis). The second report, "Promising Practices," presents descriptions of 19 promising programs identified through nominations of individuals and agencies throughout the state. The report also discusses classification of promising practices into nine categories: (1) primary language development, (2) second language acquisition, (3) cultural considerations, (4) teaching competencies and staff development, (5) administrative interface and collaboration, (6) continuum of services, (7) nonbiased assessment, (8) curriculum and instruction, and (9) parent and community involvement. The third report, "Resource Directory," provides a listing of names and addresses of California individuals and agencies identified as being involved in the education of handicapped LEP students. (CL)

ED 254 982 EC 172 033

Special Education. Program Quality Evaluation (PQE).
North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
PUB DATE- 84
NOTE- 165p.; Cover title reads: PQE Special Education.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Evaluation Methods; Program Effectiveness; *Program Evaluation; Self Evaluation (Groups); State Standards
IDENTIFIERS- *North Carolina

The manual, intended for local education agency administrators, outlines Program Quality Evaluation (PQE), North Carolina's approach to measuring special education programs. Chapter 2 establishes the rationale of evaluation and advocates the goal-based approach. Chapter 3 lists three program goal areas (determining learner gains/outcomes, locating and evaluating learners, and placing learners appropriately) with separate program objectives under each. Evaluation questions and criteria are then proposed for each goal area and objective in chapter 4. Chapters 5 through 9 detail procedures in collecting data, selecting the sample, using the instrumentation (including record review and parent, staff and student surveys--samples of which are appended), analyzing the data and reporting results, and developing a management plan to implement program improvement activities. (CL)

ED 254 997 EC 172 049

Scruggs, Thomas E.; Jenkins, Vesna
Improving the Test-Taking Skills of Learning Disabled Students.
PUB DATE- Feb 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Association for Children and Adults with Learning Disabilities (San Francisco, CA, February 20-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Intervention; *Learning Disabilities; Teaching Methods; *Test Wiseness

Research on test taking skills of LD (learning disabled) students is reviewed and implications for improving the skill are noted. Among findings considered are that separate answer sheets appear to inhibit the performance of LD students, LD students can benefit from training and demonstrate improved attitudes toward testing, and students should answer all questions and should be encouraged to change any answer of which they are unsure. Intervention in test taking includes six guidelines: focus on the appropriate stimulus, attend to all distractors, answer all questions, never skip an answer, guess at an answer if necessary, and attend to the appropriate stimulus in the question. The paper concludes with four multiple choice questions designed to illustrate test-taking skills and strategies. (CL)

ED 254 612 CE 040 115

Alvic, Fadia M.; Newkirk-Moore, Susan

Procedures for Conducting a Job Analysis: A Manual for the COMTASK Database.

Tennessee Univ., Knoxville. Office for Research in High Technology Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Dec 84

NOTE- 96p.; For related documents, see CE 040 116-126. Product of the "High Technology Education: A Program of Work" Project.

CONTRACT- 300-83-0176

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Career Education; Computer Oriented Programs; *Databases; *Guidelines; Information Processing; *Information Storage; *Job Analysis; Measures (Individuals); *Models; Occupational Information; Questionnaires; *Skill Analysis; Task Analysis; Vocational Education

IDENTIFIERS- *Computerized Task Inventory

This manual provides the information needed to conduct a job analysis and to enter or update job analysis information in the Computerized Task Inventory (COMTASK) database. Chapter I presents the purpose and organization of the manual. The second chapter provides a brief background on the purpose and design of COMTASK, a definition of terms used in COMTASK, and scenarios that illustrate some possible uses of COMTASK. Procedures for conducting a job analysis are detailed in chapter III. Methods of job analysis, the development of a job/task inventory, and administration of the questionnaires are outlined so that the user can follow the processes and enter the results of an analysis into the COMTASK system. Chapter IV gives guidelines for writing duty, task, and equipment statements. Appendixes, amounting to over one-half of the manual, include a sample job/task inventory, input specifications and tips, a sample questionnaire instrument developed from the sample job task inventory, sample Company Consent Forms and Company Demographic Data Forms, addresses of job analyses information, and a workbook supplement that follows the steps in the manual. (YLB)

ED 254 690   CE 040 966

Low Voltage Alarm Apprenticeship. Related Training Modules. 7.1-26.10 Alarm Basics.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 1,082p.; For related documents, see CE 040 962-969.

LANGUAGE- English

EDRS Price - MF08/PC44 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Alarm Systems; *Apprenticeships; Autoinstructional Aids; Behavioral Objectives; Crime Prevention; Electrical Occupations; *Electrical Systems; *Electronic Equipment; Fire Protection; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; Postsecondary Education; *Trade and Industrial Education

This packet of 70 learning modules on alarm basics is 1 of 8 such packets developed for apprenticeship training for low voltage alarm. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a check list of steps the student should complete), a vocabulary list, an introduction information sheets, assignment sheets, job sheet, self-assessment, self-assessment answers, post-assessment, instructor post-assessment answers, and a list of supplementary references. Supplementary reference material may be provided. The 70 training modules cover theory of diodes, bi-polar devices, and integrated circuits; binary numbering systems; logic gates; dialers; blueprint reading; building materials and symbols; design of alarm systems; types and applications of alarm systems; hand and power tools; types and applications of detectors; trade terms; types and applications of sensors; annunciators; detection devices; contacts; key stations; red tape procedures; builder board requirements; licensing; central stations; fire and police department monitoring; fire, police, emergency responses; card key and vehicular access control; business letters; video surveillance systems; and closed circuit television. (YLB)

ED 254 706 CE 040 982

Stationary Engineers Apprenticeship. Related Training Modules. 12.1-12.9. Boilers.
Lane Community Coll., Eugene, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 176p.; For related documents, see CE 040 971-990. Many of the modules are duplicated in CE 040 997.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Energy; Energy Occupations; Equipment Maintenance; *Equipment Utilization; Job Skills; Job Training; Learning Modules; Postsecondary Education; *Power Technology; *Trade and Industrial Education
IDENTIFIERS- *Boilers; *Stationary Engineering

This learning module, one in a series of 20 related training modules for apprentice stationary engineers, deals with boilers. Addressed in the individual instructional packages included in the module are the following topics: firetube and watertube boilers; boiler construction; procedures for operating and cleaning boilers; and boiler fittings, heat recovery systems, instruments and controls, piping, and steam traps. Each instructional package in the module contains some or all of the following: a lesson goal, performance indicators, a study guide, a vocabulary list, an introduction, instructional text, an assignment, a job sheet, a self-assessment activity, a post assessment instrument, answers to the post-assessment instrument, and a list of recommended supplementary references. (MN)

Millwright Apprenticeship. Related Training Modules. 9.1-9.7 Pumps.
Lane Community Coll., Eugene, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 218p.; For related documents, see CE 040 991-041 007. Many of the modules are duplicated in CE 040 983.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Heating; Job Skills; Job Training; Learning Modules; Machine Tools; *Mechanics (Physics); Postsecondary Education; *Power Technology; Pressure (Physics); *Trade and Industrial Education
IDENTIFIERS- *Millwrights; *Pumps

This packet, part of the instructional materials for the Oregon apprenticeship program for millwright training, contains seven modules covering pumps. The modules provide information on the following topics: types and classification of pumps, applications, construction, calculating heat and flow, operation, monitoring and troubleshooting, and maintenance of pumps. Each module consists of a goal, performance indicators, student study guide, vocabulary, introduction, information sheets illustrated with line drawings and photographs, an assignment sheet, a job sheet, a self-assessment test with answers, a post-assessment test with answers for the instructor, and a list of supplementary references. (Copies of supplementary references, which are sections of lectures from a correspondence course published by the Southern Alberta Institute of Technology, are included in the packets.) (KC)

ED 254 739 CE 041 039

Overview and Proposal Development Guidelines. Carl D. Perkins Vocational Education Act, P.L. 98-524. Bulletin No. 5305.

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.

PUB DATE- 20 Mar 85
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Vocational Education; *Compliance (Legal); Disabilities; Disadvantaged; Educational Innovation; Educational Legislation; *Federal Aid; *Federal Legislation; Guidelines; Postsecondary Education; Program Development; Program Improvement; *Program Proposals; *Proposal Writing; Resource Allocation; Secondary Education; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Wisconsin

This publication provides an overview of the Vocational Education Act (VEA) of 1984 and guidelines for compliance and proposal development. Section I describes why the legislation was enacted and the five titles of which the Act consists. Funding is compared for fiscal years 1984-85 and 1985-86, and funding priorities and eligibility for VEA funding are addressed. Sections II and III, which focus on specific titles of the VEA, offer guidelines for compliance and proposal development regarding the specific titles. Section II first discusses the Vocational Education Opportunities Program (Title IIA). It describes programs for special populations (handicapped disadvantaged individuals, adults in need of training and retraining, single parents, sex equity, and corrections/incarcerated) as well as specific criteria, such as allocation and use of funds and prescriptive requirements. This section then discusses Vocational Education Program Improvement, Innovation, and Expansion (Title IIB). The 10 priority areas designated for funding in FY 1985-86 are considered. The purpose, use of funds, and prescriptive requirements are identified for each priority. Section III discusses Special Programs (Title III), specifically the purpose, allocation and use of funds, and priorities of consumer home economics funding with descriptions. Definitions are appended. (YLB)

ED 254 753 CE 041 060

Sansregret, Marthe
Women's Experiential Learning: History and Evaluation Methods.
PUB DATE- 20 Aug 84
NOTE- 24p.; For related documents, see ED 244 050 and CE 041 059. Paper presented at the National Conference of the Canadian Congress for Learning Opportunities for Women (Toronto, Ontario, August 20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Adult Students; Certification; *College Credits; College Programs; Credentials; Educational History; Educational Philosophy; Equivalency Tests; *Evaluation Methods; *Experiential Learning; Lifelong Learning; *Portfolios (Background Materials); Postsecondary Education; *Prior Learning; Qualifications; Special Degree Programs; Standards; *Womens Education

Educational institutions need to help women get a better education by taking into account the learning they have acquired through experience in homemaking, volunteer work, and other activities. This paper examines the need for recognition of women's prior learning by educational institutions and delves into some of the intricacies of the process. It begins with the history of recognition of prior learning, showing how experiential learning is really an old concept. Then the paper examines the recognition of adult learners leading to the recognition of women's prior learning in particular, as well as the obstacles encountered. Finally, the paper examines various evaluation methods and some basic principles of this kind of recognition, focusing on the portfolio method. The last section of the paper is a call for action on the part of educational institutions to respond to the need for change in order to fulfill their role of preparing women for the changing world to come. (KC)

ED 254 837 CS 007 966

Lloyd, Bruce A.

Secondary Reading: What High School Teachers Think. A Research Study of Secondary Teachers' Opinions on the Need for Teaching Reading Skills.

PUB DATE- Feb 85

NOTE- 82p.; Paper presented at the Annual Meeting of the Colorado Council of the International Reading Association (18th, Denver, CO, February 7-9, 1985). Funding provided by a grant from the Faculty Research Fund of Western Michigan University.

AVAILABLE FROM- Bruce A. Lloyd, Reading Resources Center, Western Michigan University, Kalamazoo, MI 49008 ($4.00).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Attitude Measures; *Content Area Reading; *Reading Instruction; *Reading Research; *Reading Skills; Secondary Education; *Secondary School Teachers; *Teacher Attitudes; Teacher Role

IDENTIFIERS- Michigan

To discover the opinions of high school teachers regarding the need for teaching reading skills, an amended Vaughan Scale was administered to 388 teachers in 15 high schools in Michigan. The questionnaire consisted of 15 questions to which teachers responded on a Likert-type scale. The results supported the following conclusions: (1) teaching reading skills to students is not a waste of time, (2) reading teachers should not be the only ones to teach students how to study, (3) teachers should teach students how to think on an interpretive as well as literal level, and (4) teachers should show that they, too, enjoy reading. Twenty references are listed. (HOD)

ED 254 852 CS 208 802

Collins, James L.
How We Might Learn about the Effects of Class Size.
PUB DATE- 29 Mar 85
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Class Size; *Educational Research; Elementary Secondary Education; *English Instruction; *Research Methodology; *Research Needs; Small Classes; *Teacher Student Ratio
IDENTIFIERS- National Council of Teachers of English

The report of the National Council of Teachers of English Task Force on Study of Class Size and Workload in Secondary English Instruction takes the position that class size should be studied by itself and also in conjunction with other variables. It also identifies subject matter and instructional design as types of variables combining with class size to influence what happens in classrooms. In this instance, subject matter refers to course content and instructional design refers to modes and focuses of instruction. In addition, the report recommends both observational research to generate hypotheses and experimental research that tests them to study class size. While the topics and variables for the research called for in the report are many, the basic patterns for the kinds of research it recommends are (1) direct effect--effect of class size on variable "x," which is used as the outcome measure; and (2) mediated effect--effect of class size in conjunction with variable "x" (now a mediating variable) on some other outcome measure. (Included in the paper are six examples of research topics and 20 examples of research variables.) (HOD)

ED 254 910 EA 017 571

Steere, Bob F.; Wiley, Robert C.
Using Time-on-Task to Supervise and Improve Instruction.
PUB DATE- Feb 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 17-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Observation Techniques; *Classroom Techniques; Elementary Secondary Education; *Faculty Development; Student Behavior; Teacher Effectiveness; *Teacher Improvement; Time Management; *Time on Task

This packet provides the concerned teacher and supervisor with materials for learning how to determine the percentage of time their students are actively engaged on task. The materials include definitions of key terms, a list of situations during which students must be considered unengaged, sample forms to be used in classroom observations of students, procedures to be used during classroom observations (including instructions for filling out the forms), a checklist of methods for improving time spent on task and student engagement rates, and a list of reference materials. (Author/PGD)

ED 254 925 EA 017 588

Walker, Hill M.

Teacher Social Behavior Standards and Expectations as Determinants of Classroom Ecology, Teacher Behavior, and Child Outcomes. Final Report.

Oregon Univ., Eugene. Center for Educational Policy and Management.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 5 Apr 85

NOTE- 90p.

AVAILABLE FROM- CEPM Publications, College of Education, University of Oregon, Eugene, OR 97403 ($3.00 prepaid or purchase order; quantity discounts).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Classroom Environment; Elementary Secondary Education; *Evaluation Methods; Mainstreaming; Models; *Student Adjustment; *Student Development; *Teacher Attitudes; *Teacher Influence; Teacher Student Relationship

IDENTIFIERS- Assessments for Integration Mainstream Settings; *Teacher Expectations

The focus of this paper is the effect of teachers' expectations for their students on their own behavior, on the classroom environment, and on learning. Literature is reviewed and integrated, and an assessment system for matching individual students with learning environments is presented. Section one reviews literature on the following topics: the relationship of teacher expectations to school effectiveness; the formation, communication, and effects of teachers' varying expectations; and the status of research on teachers' expectations and teachers' attitudes and perceptions concerning their students. Section two, drawing upon pertinent literature, advances the concept of behavioral ecology as a guide to analyzing the behavioral demands of the environment (including teacher expectations) and their relationship to affected individuals. Section three reviews an environmental assessment system, Assessment for Integration into Mainstream Settings (AIMS), which was designed for use with handicapped students but which may be applicable to others. AIMS identifies behavioral demands of classrooms and assesses child behavior relative to these demands and thus the child's adjustment to teachers and peers. The system's four instruments and results from tests of the system are described. Following a brief conclusion are an 11-page bibliography, a sample AIMS instrument, and two tables of data. (MCG)

ED 254 983 EC 172 034

Developmental Disabilities Act of 1984. Report from the Committee on Labor and Human Resources, United States Senate, 98th Congress, 2d Session, to Accompany S. 2573.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-R-98-493
PUB DATE- 25 May 84
NOTE- 84p.; Report submitted by Senator Hatch.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Developmental Disabilities; Elementary Secondary Education; *Federal Aid; *Federal Legislation; State Federal Aid
IDENTIFIERS- *Developmental Disabilities Act; University Affiliated Facilities

The booklet presents the text of the Developmental Disabilities Act of 1984, which retains most provisions of, amends some provisions of, and reorganizes the parts of the Developmental Disabilities Assistance and Bill of Rights Act. Following brief background information, a section-by-section summary of the Act's revisions is offered. A discussion of the committee bill notes reorganization of the Act into five sections: (1) general provisions, (2) federal assistance for planning and service activities for persons with developmental disabilities, (3) protection and advocacy of individual rights, (4) university affiliated facilities, and (5) special projects. The booklet concludes with a print of the existing statute in roman print and the committee bill in italic. (CL)

ED 254 998 EC 172 050

Scruggs, Thomas E.; And Others
Increasing Content-Area Learning: A Comparison of Mnemonic and Visual-Spatial Direct Instruction.
PUB DATE- 85
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Junior High Schools; *Learning Disabilities; *Learning Processes; Memory; *Mnemonics

In two experiments, learning disabled (LD) students were taught attributes of North American minerals via mnemonic instruction, free study, or a visual-spatial display condition similar to that proposed by Engelmann and Carnine (1982). In the first experiement, 36 junior high school-age LD students were taught specific attribute values (hardness = 1, 2, 3, etc.; color = pink, green, etc.; use = radios, acid, jewelry, etc.). In the second experiment, 36 elementary-age students were taught dichotomous attribute classifications (hard vs. soft; pale vs. dark; home vs. industrial use). In both experiments, students learned significantly more information in the mnemonic condition, and students in the visual-spatial condition did not statistically exceed free-study students in total amount learned. (Author)

ED 254 625   CE 040 416

Collaboration: Vocational Education and the Private Sector. 1984
Yearbook of the American Vocational Association.
American Vocational Association, Inc., Arlington, Va.
REPORT NO.- ISBN-0-89514-045-4
PUB DATE- 83
NOTE- 243p.
AVAILABLE FROM- American Vocational Association, 2020 N. 14th Street, Arlington, VA 22201 (Paperback: ISBN-0-89514-045-4, Order No. P1984--$12.00; Hardback: ISBN 0-89514-044-6, Order No. 01984--$20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Apprenticeships; Business; Case Studies; Community Resources; *Cooperative Planning; *Cooperative Programs; Coordination; *Delivery Systems; Economic Development; Educational Cooperation; Educational Needs; Educational Practices; Educational Strategies; Educational Trends; Futures (of Society); Industry; *Program Development; *School Business Relationship; School Role; Student Organizations; Unions; *Vocational Education
IDENTIFIERS- *Private Sector

This yearbook includes 24 papers dealing with collaboration between the vocational education and private sectors. Presented first are the following papers on the foundation for collaboration: "The Changing Nature of Work and Workers" (Joseph F. Coates), "Jobs with a Future" (Marvin J. Cetron), "The Mission of Vocational Education and Trends in Training Delivery" (Donald F. Averill), "A Rationale for Collaboration: The View from Industry" (Richard E. Clinton), "Requisites for Collaboration: The View from the Financial Community" (James M. Howell and Linda D. Frankel), and "A Rationale for Collaboration: The View from Labor" (Jack Reihl). The following papers address issues in collaboration: "Is Vocational Education Ready for Collaboration?" (Jerome Moss, Jr.), "Why Business Finds It Hard to Work with Schools" (Gayle Jasso), "Educational Institutions Must Welcome Collaboration" (Don C. Garrison), "Governance: A Help or Hindrance?" (William Payne and B. Lamont Carter), and "How Employer-Employee Contracts Affect Collaboration: The View from Education" (Harold McAninch and Joan Bevelacqua). The next two sections contain the following descriptions and case histories of collaborative programs: "The Economic Development Role of Vocational Education" (Paul V. Braden), "Collaboration: Vocational Education and the Private Sector" (John C. Graves), "Issues in Collaboration between Organized Labor and Vocational Education" (Kenneth R. Edwards and Theresa M. Carroll), "Collaboration in Apprentice Programs: Experience with In-School Apprenticeships" (Robert W. Glover), "Revitalizing an Old Medium: Using Advisory Committees" (Moody Oswald), "California's Regional Occupational Programs" (David L. Smith and Patricia B. Langlin), "Using the Community as a Resource" (Cecil L. Groves), VICA and the United States Skill Olympics" (Larry W. Johnson), "Community Work-Education Councils" (Gerald G. Gold), "The Role of Private Industry Councils in Training the Economically Disadvantaged" (William H. Kolberg), and "The Boston Compact" (William Spring). The final two papers--"Adapting Technology for Instructional Delivery" (Joseph I. Lipson) and "A Futuristic Scenario: Collaboration in the Year 2000" (Paul E. Barton)--deal with collaboration in the future. (MN)

ED 254 638 CE 040 822

Campbell, Paul B.; Basinger, Karen S.
Economic and Noneconomic Effects of Alternative Transitions through School to Work.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 115p.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Educational Benefits; Educational Policy; *Education Work Relationship; Employment Level; *Employment Patterns; Individual Characteristics; Influences; Life Style; Longitudinal Studies; Minority Groups; National Surveys; *Outcomes of Education; Participation; Policy Formation; *Postsecondary Education; Racial Differences; *Salary Wage Differentials; Secondary Education; Sex Differences; *Vocational Education
IDENTIFIERS- National Longitudinal Survey Youth Labor Market Ex

A study compared the economic and noneconomic effects of various combinations of high school curriculum and postsecondary school-to-work transition patterns. Data for the study were obtained from the National Longitudinal Survey of Labor Market Experience, Youth Cohort (NLS Youth). In some cases, the 1979 data from the high school class of 1972 database supplemented the NLS Youth, and, for noneconomic outcomes, class of 1972 data were used exclusively. These data indicated that high school vocational education is associated with a clear wage advantage for vocational graduates in jobs related to their area of training. Postsecondary education also appeared to add to this advantage. Although vocational education brought an increase in labor force participation for white women, no significant relationship between vocational education and employment stability was found for other demographic groups. Noneconomic outcomes of participation in a high school vocational education program turned out to be more difficult to assess; however, the noneconomic benefits of participation in postsecondary education were clear. Those who achieved a postsecondary degree were more likely to register and vote and to accept as positive the current societal trend toward broadening the role of women in the labor market. The earnings advantage of vocational education was most pronounced among white males and did not exist at all for minorities of either sex. The policy implications of these findings were examined. (Technical discussions of the survey data sources are appended, and 34 references end the document.) (MN)

ED 254 651 CE 040 855

Wentling, Tim L.

Toward Excellence in Secondary Vocational Education: Implementing Standards. Information Series No. 292

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 35p.; For related documents, see CE 040 854-856 and CE 040 858-860.

CONTRACT- 300-83-0016

AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (IN292--$4.25).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Educational Administration; *Educational Policy; Educational Quality; Federal Government; *Policy Formation; School Districts; Secondary Education; *Standards; *State Government; State Standards; *Vocational Education

IDENTIFIERS- Excellence in Education

This policy analysis contains a historical base, a conceptual framework, and an evaluation of policies related to the implementation of program standards in vocational education. It is intended for policymakers at all levels, professional organizations, and vocational teachers responsible for carrying out the actual implementation of program standards policy. Chapter 1 is an introduction that provides definitions, a historical review of standards in education, and a description of recent efforts to improve educational standards. Chapter 2 sets forth the problem: at what level of government--federal, state, or local--should program standards in vocational education be administered? In chapter 3 six criteria are presented for use in judging the three leadership options: curriculum flexibility, evaluation use, articulation, program access, policy administration, and compliance. Chapter 4 contains descriptions of how a policy requiring vocational education to base its program on a set of standards might look at each level. In chapter 5 each of the three policy alternatives is analyzed in terms of the six criteria. Pros and cons are listed for each option. Chapter 6 recommends a state-sponsored standards policy as the most efficacious in enhancing excellence in vocational education and offers reasons for this policy choice. (YLB)

ED 254 663 CE 040 879

Brown, Sylvia J.
The Influence of Cooperative Education on First Job after College.
Northeastern Univ., Boston, Mass. Center for Cooperative Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 129p.
GRANT- NIE-G-83-0032
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bachelors Degrees; Business Education; Career Planning; *College Graduates; *Cooperative Education; *Educational Benefits; Educational Research; Education Work Relationship; Engineering Education; Entry Workers; Graduate Surveys; Higher Education; Outcomes of Education; *Program Effectiveness; Socialization; *Technological Advancement; *Vocational Followup

A study investigated whether graduates of cooperative education programs, especially those who remain with a former co-op employer, report a greater sense of power in their jobs than other new college hires. Two mechanisms by which cooperative education might lead to this outcome were hypothesized: better organizational socialization and greater perceived relevance of job to career plans. The population studied was college graduates working on their first full-time job since graduation. Data were obtained by mailed questionnaire from 225 employees. Results showed that cooperative education graduates have more realistic expectations regarding their first job after college than do graduates of typical degree programs. Such expectations, which provide evidence of successful early socialization to the company, were also predictive of an important outcome of socialization--commitment to the employing organization. More co-op graduates were concerned about and chose jobs relevant to their career plans. Although co-op status itself was not a significant predictor of employee sense of power, organizational commitment and job relevance were. Data showed cooperative education experience facilitates the transition from student to employee and may serve as a mediating effect to enhance employee sense of power on the job. (Correspondence, instruments, and data are appended.) (YLB)

ED 254 576 CE 040 927

Simpson, A. Hyatt
The Effectiveness of Computers in Vocational Education Instruction.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.
PUB DATE- Sep 84
NOTE- 51p.; Funded by the Research Coordinating Unit, Arizona Department of Education.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Oriented Programs; Educational Assessment; High Schools; *Program Effectiveness; *Program Improvement; Programing; State Surveys; Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Arizona

A study was conducted to determine the effectiveness of the use of computers in Arizona vocational education and to provide a profile of those uses. Data were collected through telephone and on-site interviews of approximately 100 persons involved in vocational education at high schools and community colleges. Although the study concluded that computers have not been used in the state long enough to judge their effectiveness, some successful uses, techniques, and approaches were identified. For example, it was found that the major use of computers was the teaching of programming. Beyond that, the primary vocational applications were to be found in teaching the use of the computer as a tool; the programs in which this use appeared most frequently were business and drafting. The major difference between high school and community college approaches was that the college classes were more often teaching the basic concepts of generic applications, rather than machine- and program-specific skills, the approach used in most high schools. Few instructors used the computer for computer-assisted instruction (CAI) or for classroom management. Some of the major obstacles to more widespread use of CAI were deficiencies in teacher-training, the availability of appropriate software, and the availability of funds to purchase software that is available. The major obstacle to using the computer in classroom management appeared to be the lack of school-wide and/or district-wide computerized management systems with which teachers could interface. Recommendations were made for overcoming these obstacles to encourage more widespread and effective use of computers in Arizona vocational programs. (KC)

ED 254 767 CG 018 051

Geizer, Bernard P., Ed.
Impact of Youth Rehabilitation Programs. Research Report.
New York State Legislative Commission on Expenditure Review, Albany.
PUB DATE- Oct 82
NOTE- 63p.; For a report of the management of New York's youth rehabilitation programs, see CG 018 050.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Correctional Education; Correctional Institutions; *Delinquent Rehabilitation; Participant Characteristics; *Program Effectiveness; *Recidivism; *Rehabilitation Programs; State Agencies; Youth Problems
IDENTIFIERS- New York

To assess the educational and employment experiences of youths after exposure to New York's Division for Youth (DFY) rehabilitation services, the incidence of criminal recidivism, and the extent to which program exposure (secure/noncommunity, or community-based) affects youths' post-program, criminal, educational, and employment experiences, 771 program participants were studied. Information was gathered on the youth's background characteristics, their criminal recidivism rates (incidence of arrests and convictions, and most serious arrest), and their educational achievement (high school degree or general equivalency degree--GED) after leaving DFY programs. Analysis of results showed that 31.8 percent of the youths were arrested after leaving DFY; of those, 78.4 percent were arrested for a felony. The overall conviction rate was 30.4 percent. Using periods of post-DFY employment as a measure of success, only 25.4 percent of the youths were never employed. A high school diploma or GED was obtained by 16 percent of the youths. Youths with similar background characteristics had similar post-program criminal, employment, and educational histories regardless of the type of program in which they had been placed. This finding indicates the need for evaluation of current policies to avoid continuation of a service model which the evidence suggests is not working. (MCF)

ED 254 782 CG 018 067

Jail Removal Cost Study. Volume 2.

Illinois Univ., Champaign. Community Research Center.

SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- May 82
NOTE- 272p.; For volume 1 of this study, see CG 018 066.
GRANT- 82-JS-AX-0004
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Community Programs; *Cost Estimates; *Delinquency; Residential Care
IDENTIFIERS- Deinstitutionalization (of Delinquents); Detention; Impact Studies; *Jails; Juvenile Justice

This second volume of the jail removal cost study provides a detailed report of the study findings which examine the costs, experiences, and ramifications of removing children from adult jails and lockups. The foreword supplies background information and hypothetical removal cost estimates. The approach used to conduct the jail removal cost study is described. The next section reviews information on the costs of alternatives to the placement of juveniles in jail. Three policy choices available to decision makers faced with removing juveniles from jails are discussed. The next sections present models for the three policy areas discussed: secure detention facilities, community residential care, and community supervision. Each section describes the characteristics of the programs within each policy area and presents cost models derived from the sample. Results of the 50-state survey regarding existing juvenile populations, and costs and ramifications of removal are reviewed. The removal experiences of four jurisdictions involved in the Federal Jail Removal Initiative and those of the Commonwealth of Pennsylvania are analyzed. The potential ramifications of the removal requirement are discussed, and the costs and ramifications for removal are summarized. Conclusions and recommendations are stated for costs of removal, current utilization of alternatives and characteristics of the juvenile justice system, and removal experiences. (LLL)

ED 254 796 CG 018 082

Wolf, Rosalie S.; And Others

Elder Abuse and Neglect: Final Report from Three Model Projects and Appendixes 1 and 2.

Massachusetts Univ. Medical Center, Worcester. Univ. Center on Aging.

SPONS. AGENCY- Massachusetts State Dept. of Elder Affairs, Boston.
PUB DATE- Dec 84
NOTE- 952p.
GRANT- AOA-01-AM-000018; EA-228282002
LANGUAGE- English
EDRS Price - MF06/PC39 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; *Elder Abuse; *Family Relationship; Human Services; *Individual Characteristics; Intervention; Interviews; Models; *Older Adults; Parent Child Relationship; Prevention; Program Descriptions; Program Evaluation; Quality of Life; Reference Materials; Social Isolation; Social Networks; Stress Variables; Surveys; Victims of Crime

Three projects on Elderly Abuse were established in 1980 to demonstrate improved mechanisms for reporting, investigating, treating, and preventing abuse and neglect of the elderly. A common framework for evaluation was created which allowed for comparisons and contrasts among the three projects. The evaluation objectives were: (1) to determine the nature and extent of elder abuse/neglect; (2) to assess the effectiveness of education/training/information dissemination activities; and (3) to measure the impact of the intervention model. Data collection included the assessment and re-assessment of 328 abuse/neglect cases and 49 comparison non-abuse/neglect cases; two surveys of 212 community agencies; indepth interviews with 42 physically abused elders and 42 matched control cases; and case studies of the three model projects. Using five causal factors (intra-individual dynamics, dependency, external stress, social isolation, and inter-generational transmission) as the basis for the analysis, it was shown that each type of maltreatment (physical, psychological, material, and active and passive neglect) has distinctive characteristics which may fit one theoretical model better than another. Psychopathology appears to be a major explanatory variable for elder abuse. Of lesser importance are external stress and social isolation. Not enough data could be obtained on the bakcgrounds of the perpetrators of abuse to validate the "cycle of violence" theory. In contrast to the victims of neglect who had problems with cognitive and physical functioning, which forced them to depend on their caretakers, the victims of psychological and physical abuse were more independent in meeting their daily needs, but more likely to be emotionally ill. The common denominators in cases of physical abuse were the relatively poor mental and emotional status and financial dependency of the perpetrators. Material abuse seems to be almost exclusively related to the financial needs of the perpetrators. Given these findings, exchange theory may be an appropriate paradigm for the study of elder abuse. The findings regarding the nature of elder abuse and neglect call into question policies which emphasize age-segregated service delivery (versus a family-centered/integrated approach) and which seek to shift more caregiving burdens to families without recognizing the fact that some relatives are unable to cope physically, emotionally, and financially. (NRB)

Christy-Baker, Cynthia; Randolph, Dorothy S.
Working with Threatened/Hostile Clients: A Source Book. Publication No. 11.
Tulane Univ., New Orleans, La. School of Social Work.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 82
NOTE- 47p.; For other manuals in this series, see CG 018 095-097.
GRANT- 90-CT-1953(03)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Child Welfare; *Client Characteristics (Human Services); Counselor Attitudes; *Counselor Client Relationship; *Hostility; Individual Power; Inservice Education; *Interviews; Programed Instructional Materials; Questioning Techniques; Self Concept; *Social Workers
IDENTIFIERS- Supervisor Supervisee Relationship

Self-instructional materials for the beginning level child welfare worker are provided in this source book. Basic information about hostility, clients who feel threatened, and situations where the worker feels threatened is included. Practice skills for dealing with hostility or feelings of being threatened as experienced by the worker or client are given. The material was designed to be used individually for self-instruction but can be adapted for use in small groups. The source material is divided into several major areas which include understanding crisis and some reasons for hostile or threatened reactions, self-awareness of the worker in the use of authority and in communication in interviewing, and interviewing techniques and methods to be considered in working with hostile, angry, or threatened clients. The role and use of power and authority are discussed, and cross-cultural differences are considered. Finally, the supervisory process is explained and ideas are presented regarding the role and expectations of the supervisee in the interactional process with the supervisor. (NRB)

ED 254 823 CS 007 938

Maring, Gerald H.
Uses of NAEP in Reading by State Education Agencies.
PUB DATE- May 83
NOTE- 10p.; Paper presented at the Annual Meeting of the International Reading Association (28th, Anaheim, CA, May 2-6, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Assessment; Elementary Secondary Education; Models; Reading Improvement; *Reading Instruction; *Reading Programs; State Departments of Education; Student Evaluation; Teaching Methods; Test Reliability; *Test Use
IDENTIFIERS- *National Assessment of Educational Progress

Noting that use of the reading-related components of the National Assessment of Educational Progress (NAEP) by state education agencies has ranged from extensive to moderate to limited, this paper presents case studies of the ways in which states have used the NAEP models. The first half of the paper describes extensive use by Minnesota and Connecticut, moderate use by the state of Maine, and limited use by Wyoming and North Dakota. The second half of the paper discusses future uses of the NAEP methodology and materials and lists questions that state education agencies might want to ask when considering adaptation of NAEP reading components. (HTH)

ED 254 867 CS 208 835

Brostoff, Anita
Using the Document Design Approach in Consulting.
PUB DATE- Mar 85
NOTE- 24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Learning; Check Lists; Consultants; Guidelines; *Instructional Materials; Job Skills; *Models; *Technical Writing; *Training Methods; *Writing Instruction; Writing Processes
IDENTIFIERS- Audience Awareness; *Consultant Role; *Document Design Project

To persuade adult audiences in business and industry of the need for change in the writing, the consultant must first know precisely what changes are desirable. One source for this information is the Document Design Project funded by the National Institute of Education, conducted by scholars from a variety of disciplines, and supported by government and business. The project's text, "Writing in the Professions," presents models for the following concepts the consultant needs to address: (1) writing as a process; (2) planning, especially analysis of readers, purpose, and readers' task; (3) organizing a document; (4) using principles of clear language; and (5) revising and editing. The text also contains a checklist for clear writing, to help writers edit the language of a document. Writers on the job can use these checklists both for self-review and for reviewing others' writing. Consultants are fortunate to have available the work of the Document Design Project to use as a guide in designing courses, as an authority in persuading trainees to want to change, and as a source for practical, workable methods and materials that can be adapted to particular audiences. (Among the items contained in the appendixes are checklists for prewriting and indexing a document, an example of setting the context, organizing principles, and guidelines for writing clearly.) (HOD)

ED 254 882 CS 504 865

Cashion, Joan L.

Politeness in Courtroom Language.

PUB DATE- Feb 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Communication Skills; Females; *Interpersonal Communication; *Judges; Language Patterns; *Language Research; *Language Usage; Lawyers; Males; *Sex Differences; Sex Stereotypes
IDENTIFIERS- *Legal Language

The research of W. O'Barr and B. K. Atkins found that the use of "women's language" features--the use of tag questions, interrogative intonation, sex-specific vocabulary, hedges and fillers, empty adjectives, and hypercorrect grammar; the inability to tell jokes; and the tendency to use fewer expletives than men--was associated more with power and status than with the sex variable. To test this finding, a study investigated the language used by participants in legal proceedings (judges, prosecuting attorneys, defense attorneys, and plaintiffs). It was hypothesized that the language of judges, who hold the most power in a courtroom, would contain the least number of women's language features, specifically "politeness." Tape recordings from two California courtrooms were transcribed and coded. The results supported the O'Barr and Atkins finding, but not the hypothesis. It is suggested that judges, regardless of their sex, use a great deal of politeness to redress the many face-threatening acts that they must perform. The findings indicate that future research on sex differences in language usage should move from the documentation of sex differences toward an examination of underlying social and situational factors. (FL)

ED 254 939 EA 017 604

Shorr, David N.; Young, Timothy W.

Locus of Control: Ethnicity, SES, and Academic Achievement.

PUB DATE- Apr 84

NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Age Differences; American Indians; Blacks; Elementary Education; *Elementary School Students; *Influences; Local Norms; *Locus of Control; Mexican Americans; *Minority Groups; Sex Differences; *Socioeconomic Status; Statistical Analysis; Whites

To investigate locus of control and its relationships to ethnicity, socioeconomic status (SES), and academic achievement, a large sample of Black, Mexican-American, Native American, and White students in the fourth, fifth, and seventh grades were administered the Academic Achievement Accountability Questionnaire (a locus-of-control questionnaire) and achievement tests. The locus-of-control instrument measured the degree to which the students felt responsible for their marks on tests and assignments and how important they believed studying was in determining achievement. As expected, greater internal locus of control was found for females and in the higher grades. Although internality was significantly related to both SES and ethnicity, SES exhibited the stronger effect on locus of control, significantly stronger for the White and Mexican-American subsample (the largest ethnically mixed subsample studied). Internality was associated with high achievement test scores, even with the other assessed variables controlled. (Author/MCG)

ED 254 953 EA 017 619

Grobe, Robert P.; And Others

Developing a School Improvement Plan: Integrating a Large Assessment System with Instruction.

PUB DATE- Apr 84
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Achievement Tests; Criterion Referenced Tests; *Curriculum Design; Curriculum Development; *Educational Testing; Elementary Secondary Education; *Instructional Development; Minimum Competency Testing; Models; Norm Referenced Tests; School Based Management; Standardized Tests; *Student Evaluation
IDENTIFIERS- Dallas Independent School District TX

The Dallas (Texas) Independent School District has developed an assessment system that is fully integrated into its learning system, which also includes planning, instruction, and accountability. This paper describes the learning system in Dallas in terms of a four-part model: planning, instruction, assessment, and accountability. Following this, the three governing principles of the learning system are delineated: (1) as much control as possible should reside at the building level; (2) flexibility and change must be allowed; and (3) activities asssociated with the learning model should be as unobtrusive as possible. The third section discusses the minutiae, trivia, and general headaches that must be overcome to implement this program successfully. Guidelines are accordingly provided for item formatting and test assembly. It is suggested that this learning syseem works in the Dallas Independent School District because (1) assessment is part of the system, (2) the system is governed by the three principles identified above, and (3) some measure of luck has prevailed. An appendix details test development activities for survey and classroom tests. (TE)

ED 254 968 EC 172 019

Gill, Wanda E.
District of Columbia Public Schools Computer Technology in Special Education.
PUB DATE- 84
NOTE- 114p.; Doctoral Internship, George Washington University.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; Computer Software; Elementary Education; *Learning Disabilities; Program Implementation; Special Schools
IDENTIFIERS- Computer Uses in Education; District of Columbia Public Schools

The report reviews the implementation of computer programs in special education in the District of Columbia Public Schools (DCPS) and describes specific applications at the Prospect Learning Center, a special elementary school for moderately to severely learning disabled students. Goals for a 3-year project on computers in DCPS are listed. A brief overview of the goals and objectives of the Prospect Learning Center is followed by extensive samples of handouts distributed by the school on learning disabilities and Individualized Education Programs as well as the program instructional guide. The Center's computer program for school year 1984-85 is detailed in terms of four model components (awareness development, instruction, staff development, and parents) and the operational plan. Also included are a software review checklist, a journal review checklist, and bibliographies. (CL)

ED 254 707 CE 040 983

Stationary Engineers Apprenticeship. Related Training Modules.
13.1-13.7 Pumps.
Lane Community Coll., Eugene, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 127p.; For related documents, see CE 040 971-990. Many of the modules are duplicated in CE 040 999.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Energy; Energy Occupations; Equipment Maintenance; *Equipment Utilization; Job Skills; Job Training; Learning Modules; Postsecondary Education; *Power Technology; *Trade and Industrial Education
IDENTIFIERS- *Pumps; *Stationary Engineering

This learning module, one in a series of 20 related training modules for apprentice stationary engineers, deals with pumps. Addressed in the individual instructional packages included in the module are the following topics: types, classifications, and applications of pumps; pump construction; procedures for calculating pump heat and pump flow; pump operation; and procedures for pump monitoring and troubleshooting. Each instructional package in the module contains some or all of the following: a lesson goal, performance indicators, a study guide, a vocabulary list, an introduction, instructional text, an assignment, a job sheet, a self-assessment activity, a post-assessment instrument, answers to the post-assessment instrument, and a list of recommended supplementary references. (MN)

ED 254 853 CS 208 803

Young, Roberta

How to Teach Writing without Knowing the Meaning of AWK.

PUB DATE- 85

NOTE- 7p.; Paper presented at the Annual Meeting of the Texas Joint Council of Teachers of English (20th, Houston, TX, January 31-February 2, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Content Area Writing; Educational Improvement; High Schools; Inservice Teacher Education; *Interdisciplinary Approach; Program Descriptions; Teaching Methods; Writing Improvement; *Writing Instruction

A Texas high school has initiated a writing across the curriculum program in which an English instructor first taught the writing process to 10 colleagues from social studies and science. The first session brought out concerns, questions, and frustrations and laid the foundation for trust and understanding in the working relationship. Actual training began with the second session, which included setting goals, considering more extensive use of essay questions to promote one type of writing, examining the writing process, and practicing prewriting activities. The third session concentrated on writing as a thinking and learning tool, and the fourth allowed small-group collaboration on specific areas as well as departmental efforts and sharing across the discipline lines. Lessons demonstrated practical procedures for the writing process, the use of writing as a learning tool, writing designed as an integral step in accomplishing existing course objectives, and increased potential for motivation, challenge, and student participation in learning. The ultimate goal is to have writing as an integral part of every discipline, district-wide. Initiators of the program have learned the following: (1) an appointed task force has the advantage of a small, select group, but the disadvantage of limited involvement through departments; (2) released days for the participants are a definite advantage; (3) teachers must actually perform the writing activities themselves, from prewriting through evaluation; and (4) the basic sequencing, from essays to thinking/learning/comprehending, is sound. Twelve references are listed. (HTH)

ED 254 896 EA 017 528

Duffy, Francis M.
Analyzing and Evaluating Supervisory Practice.
PUB DATE- 23 Mar 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Chicago, IL, March 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; *Administrator Evaluation; Elementary Secondary Education; Evaluation Methods; *Improvement Programs; Models; Needs Assessment; Problem Solving; *Program Development; *School Supervision
IDENTIFIERS- Clinical Supervision

Instructional supervision, despite the lack of evidence for its value, can potentially help improve instruction and promote educators' professional growth. To realize this potential, schools should analyze their supervisory practice according to these four premises: (1) that each school district and each school has unique organizational characteristics that influence the results of supervision; (2) that changes in organizational structure are needed to support supervisory practice; (3) that supervision must be viewed in the context of a complex organizational environment; and (4) that the school organization must have built-in problem-solving capacity to maintain effective supervision. An outline of one school's assessment project and a list of questions discussed during this activity illustrate such analysis. Once it has analyzed its organization and determined its supervisory needs, a school should design an explicit and thorough program of supervision, test it, and evaluate it according to whether the problems have been solved, whether the solutions are attainable within available resources, and whether the solutions will encourage school personnel to be problem solvers in the future. (MCG)

ED 254 984 EC 172 035

Scholl, Geraldine T., Ed.
Quality Services for Blind and Visually Handicapped Learners. Statements of Position.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-154-4
PUB DATE- 84
NOTE- 74p.
CONTRACT- 400-81-0031
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. B619, $7.00, $5.95 member).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Parent Role; *Program Administration; Program Development; *Teacher Role; *Visual Impairments

Seventeen position papers address essential elements in quality programing for visually handicapped learners. The papers represent the philosophy of the Council for Exceptional Children's Division for the Visually Handicapped. Following two foundation position papers, "Services for the Blind and Visually Impaired" (K. Huebner) and "Visually Handicapped Children" (G. Scholl), five topics are examined: administrative considerations, the teacher, curricular considerations, special populations, and the role of parents. The following papers are included: "The Continuum of Services for Visually Handicapped Students" (N. Bryant); "The Role of Residential Schools for the Blind in Educating Visually Handicapped Pupils" (W. Miller); "The Role and Responsibility of the State Education Consultant for the Visually Handicapped" (State Education Consultants for the Visually Handicapped); "Instructional Resource Centers for the Visually Handicapped" (J. Todd); "Funding" (E. Long); "The Role and Function of the Teacher of the Visually Handicapped" (S. Spungin); "Expansion of the Role of the Teacher of the Visually Handicapped: Providing for Multi-Impaired Students" (P. Vedovatti and R. Silberman); "Teacher Preparation: Continuity and Change" (R. Swallow); "Specialized Certification" (J. Stager); "Low Vision: Topics of Concern" (L. Gardner and A. Corn); "The Role of the Orientation and Mobility Instructor in the Public Schools" (E. Hill); "Programs for Visually Handicapped Infants and Young Children" (Participants of VIIIth International Seminar on Preschool Blind and Visually Impaired); "Education of Gifted Visually Handicapped Children" (A. Corn and G. Scholl); "Services for Deaf-Blind Children and Youth: Coming of Age?" (V. McVeigh); and "Parent/Educator Cooperative Efforts in Education of the Visually Handicapped" (V. Hart and K. Ferrell). A list of pertinent professional agencies and organizations is appended. (CL)

ED 254 724 CE 041 000

Millwright Apprenticeship. Related Training Modules. 10.1-10.5 Combustion.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 195p.; For related documents, see CE 040 991-041 007. Many of the modules are duplicated in CE 040 986.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Job Skills; Job Training; Learning Modules; Machine Tools; Mechanics (Physics); Postsecondary Education; *Power Technology; *Pressure (Physics); *Trade and Industrial Education
IDENTIFIERS- *Combustion; *Millwrights

This packet, part of the instructional materials for the Oregon apprenticeship program for millwright training, contains five modules covering combustion. The modules provide information on the following topics: the combustion process, types of fuel, air and fuel gases, heat transfer, and combustion in wood. Each module consists of a goal, performance indicators, student study guide, vocabulary, introduction, information sheets illustrated with line drawings and photographs, an assignment sheet, a job sheet, a self-assessment test with answers, a post-assessment test with answers for the instructor, and a list of supplementary references. (Copies of supplementary references, which are sections of lectures from a correspondence course published by the Southern Alberta Institute of Technology, are included in the packets.) (KC)

ED 254 911 EA 017 572

Regional Education Service Centers Standardized Reporting Format as Reported by the State Board of Education. Submitted to the Legislative Budget Board and Governor's Budget Office.

Texas Education Agency, Austin.; Texas State Board of Education, Austin.

PUB DATE- Jan 85

NOTE- 52p.; For earlier report, see ED 195 384.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agency Role; Budgets; *Education Service Centers; Elementary Secondary Education; Program Evaluation; Salaries; State Departments of Education; *State Programs; Tables (Data)

IDENTIFIERS- *Texas

Texas' 20 regional education service centers provide a number of programs and services supported by designated state funds, and offer other services needed by the local districts when funds and staffing are available. This report on the status of the service center program for the 1984-85 school year describes the specific services offered, the number of centers offering each service, the levels of participation in the activities, and the funding sources used. The financial position of the service centers is examined, with supporting material presented in the form of tabular analyses of budget and salary information. The report also covers the procedures and general findings of the management and service audits conducted in each center, and reviews the status of a pilot program established to test a systematic structure for the delivery of special program services by the centers. The report concludes with a recommendation by the State Board of Education that $4 million be spent to provide additional services in the areas of accreditation, training, and curriculum. (PGD)

ED 254 999 EC 172 051

Feldt, Glenda D.
Work Adjustment Training: A Working Model in the Public Schools.
PUB DATE- Mar 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; *Disabilities; *Disadvantaged Youth; *Education Work Relationship; Program Descriptions; Secondary Education; *Vocational Adjustment; *Vocational Education

A training program which has been operating in Virginia Beach City Public Schools since 1980 provides services to disadvantaged and handicapped students ranging in age from 14 to 22 years. Each student participates on an individualized basis in academic and vocational activities, with rehabilitation counseling support, to develop appropriate work habits and behaviors. Students who are successful in meeting their work adjustment goals may exit this program and enter vocational training or competitive employment outside the schools. The staffing pattern includes a part-time coordinator, a full-time work adjustment specialist, a work adjustment vocational instructor, and a work adjustment academic instructor. Followup services are conducted after students leave the program. (Author/CL)

ED 254 613 CE 040 116

Peterson, John C.; Newkirk-Moore, Susan

COMTASK User's Guide (Draft).

Tennessee Univ., Knoxville. Office for Research in High Technology Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Dec 84

NOTE- 87p.; For related documents, see CE 040 115-126. Product of the "High Technology Education: A Program of Work" Project.

CONTRACT- 300-83-0176

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Career Education; Computer Oriented Programs; *Databases; Information Processing; *Information Retrieval; *Information Storage; *Job Analysis; *Occupational Information; *Search Strategies; Skill Analysis; Task Analysis; Vocational Education

IDENTIFIERS- *Computerized Task Inventory

This guide provides complete directions for searching the Computerized Task Inventory (COMTASK) database or for adding information to or modifying information in the database. (The COMTASK database contains information about jobs and the duties, tasks, and equipment needed to perform each job.) Chapter I describes the guide, its purpose, and the updating procedures. Chapter II provides a history and description of COMTASK, covers the types of information currently available from COMTASK, and indicates future directions COMTASK will take with a brief description of the type of information needed to make the database viable and useful. The steps to be taken to begin or end a search or other computer connection with COMTASK are found in chapter III. Chapter IV contains directions for directing a search. Examples of several menus are displayed, with detailed explanations of alternatives. Chapter V describes procedures for adding information to COMTASK. Chapter VI explains how to access "HELP" menus that are found in each menu. Chapter VII describes options for displaying search results. Chapter VIII covers problems that may be encountered when using the database, possible causes, and solutions. A COMTASK Database Tree Chart and an explanation of "union," "intersection," and "minus" are appended. (YLB)

ED 254 691 CE 040 967

Low Voltage Alarm Apprenticeship. Related Training Modules. 27.1-27.4 Computer Usage.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 73p.; For related documents, see CE 040 962-969. Many of the modules are duplicated in CE 040 971 and CE 040 993.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Alarm Systems; *Apprenticeships; Behavioral Objectives; *Computer Literacy; Computers; Computer Software; *Digital Computers; Individualized Instruction; Job Skills; Learning Modules; Logic; Postsecondary Education; *Trade and Industrial Education

This packet of four learning modules on computer usage is one of eight such packets developed for apprenticeship training for low voltage alarm. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a check list of steps the student should complete), a vocabulary list, an introduction, information sheets, assignment sheet, job sheet self-assessment, self-assessment answers, post-assessment, instructor post-assessment answers, and a list of supplementary references. Supplementary reference material may be provided. The four training modules cover digital language, digital logic, computer overview, and computer software. (YLB)

ED 254 740 CE 041 040

Kimmons, Carol
The Mountain Reader.
Sequatchie County Board of Education, Dunlap, TN.

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
REPORT NO.- ISBN-0-930739-00-0
PUB DATE- 84
NOTE- 306p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010)
DESCRIPTORS- Adult Basic Education; *Adult Reading Programs; Beginning Reading; *High Interest Low Vocabulary Books; *Large Type Materials; *Reading Instruction; *Supplementary Reading Materials

Designed for use as supplemental reading, this book provides high interest reading material for beginning adult readers in rural areas of Tennessee. The book is printed in large type for readers with vision problems. Where appropriate, stories are written in a modified vernacular form. The book may be made more pertinent to geographic areas other than the Sequatchie Valley by replacing pages entitled "In Dunlap" with pages providing similar information on other towns or counties. The reading levels range from primer through fifth grade. The 14 stories in part 1 have a controlled vocabulary and all new words are listed. In part 2 difficult or unusual words are defined for each of the 15 stories. Additional practical information and material on subjects covered in stories follows some stories. Pages entitled "In Dunlap" provide information on local services and resources. (Author/YLB)

ED 254 754 CE 041 061

A Study of Driver Education in Texas as Reported by the State Board of Education. Submitted to the Governor, Lt. Governor and the Sixty-Ninth Legislature. House Concurrent Resolution 127.

Texas Education Agency, Austin.; Texas State Board of Education, Austin.

PUB DATE- Jan 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; *Driver Education; High Schools; Program Design; *Program Development; Secondary Education; Secondary School Curriculum; State Aid; State Programs; *Statewide Planning; Teacher Education

A study was undertaken to determine how driver education courses in Texas schools can be designed to reach maximum effectiveness for a maximum number of eligible new drivers. The two-phased, classroom instruction plus an "in-car" practicum were found to be the type of driver education commonly offered. A consensus description of a quality driver education program was developed that outlined the curriculum (topics and suggested number of class and laboratory hours), graduation credit, teacher certification, supervision, and evaluation. Three alternatives for providing state-level funding to school districts for driver education were suggested: semester program (classroom only), comprehensive semester program (classroom and in-car instruction), and minimum program. Pre- and post-driver education experiences and controls were recommended. The requirement of maintaining a minimum grade-point average as a prerequisite to receiving driver education was considered and rejected. Recommendations made for a comprehensive driver education program covered curriculum teacher training, classroom and behind-the-wheel instruction, credit for graduation, grade-point average prerequisites, state-level funding, post-driver training experiences and controls, supervision of local driver education programs, and evaluation. (Appendixes provide a description of the current driver education program, an outline of a comprehensive driver education curriculum, and driver education instructor training recommended course content.) (YLB)

ED 254 783 CG 018 068

Shelter Care Operations Manual.
Illinois Univ., Champaign. Community Research Center.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Jan 84
NOTE- 312p.
CONTRACT- J-012-81
AVAILABLE FROM- Community Research Center, University of Illinois at Urbana-Champaign, 505 East Green Street, Suite 204, Champaign, IL 61820.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Admission Criteria; Budgeting; Community Relations; Delinquency; Discipline; *Human Services; Operating Expenses; Personnel; *Program Development; Program Evaluation; Youth Problems
IDENTIFIERS- *Deinstitutionalization (of Delinquents); *Shelters

This manual provides guidelines for the planning and development of shelter care projects as alternatives for juveniles facing pretrial detention, and suggestions for improving the quality of services in existing shelters. A six-phase planning process for establishing a shelter care service is outlined, with planning activities and narrative descriptions for completing each phase. The issues of staffing requirements, job descriptions, personnel policies, staff training, and staff burnout are addressed. Essential, supplementary, and specialized services provided by shelter care are described. Funding and fiscal policies are examined. Shelter care operations discussed include intake and referral; discipline and behavior management; daily routines; chores and maintenance; case files; emergency procedures; visits, mail, and phone privileges; and release procedures. The relationship between shelter care facilities and the community is explored in discussions of public relations, media contacts, and working with private and public agencies in the community. A chapter on program monitoring and assessment includes sections on performance evaluation, information management systems, and employee assessment. Numerous appendices are included which list criteria for admission into shelter care and provide formats for evaluation design options, and the various forms and reports associated with shelter care. (NRB)

Campbell, Margaret M., Ed.; And Others
Decision-Making in Child Welfare: A Self Instructional Manual. Publication No. 12.
Tulane Univ., New Orleans, La. School of Social Work.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 82
NOTE- 72p.; For other manuals in this series, see CG 018 095-096.
GRANT- 90-CT-1953(3)
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Child Welfare; Cognitive Style; Decision Making; *Decision Making Skills; Information Needs; Inservice Education; *Interprofessional Relationship; *Problem Solving; Programed Instructional Materials; *Social Workers; Team Training; *Teamwork

Information on the process of decision-making, hints on how to function in team decision-making, and materials on how to prepare clients for decision-making in team meetings for the beginning level child welfare worker are provided in this self-instructional manual. Techniques are discussed for improving the quality of decisions made by the individual child welfare worker. Questions are provided to help readers determine their personal style of decision making, and four different approaches to decision-making are described. The differing amounts of information needed before making a decision are briefly outlined, varying levels of abstraction used in problem formulations are considered, and five methods commonly used to make decisions are described. Factors to be considered in deciding to take action regarding a particular case are discussed. A four-phase problem solving process is outlined involving assessment, planning, implementation, and evaluation. Advantages and disadvantages of team decision-making are discussed and the preparation of a case for team decision-making is outlined. Ways to prepare clients and their children for meaningful participation in the team decision-making process are discussed. Finally, the process of team decision-making itself is described. (NRB)

ED 254 824 CS 007 940

Maring, Gerald H.; Warner, Dennis

Are Our College-Bound Juniors and Seniors Mature Readers?

PUB DATE- Feb 84
NOTE- 17p.; Paper presented at the Annual Reading Research Conference of the Washington Organization for Reading Development of the International Reading Association (9th, February 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Bound Students; College Freshmen; Comparative Analysis; High Schools; High School Students; *Reading Habits; *Reading Interests; *Reading Research; *Recreational Reading; *Rural Youth; School Surveys; *Student Attitudes

A 15-minute reading inventory was administered to 188 students in seven rural districts to assess and compare the reading maturity of the college-bound juniors and seniors in those districts. Results showed that on a leisure reading attitude scale, the college-bound students had an average score of 60 points with 20 being the lowest and 100 the highest possible scores. Rural students spent an average of 68 minutes reading leisure books on a typical vacation day. They also reported reading 12 different kinds of books during the past year. When the findings were compared with those of a nationally representative sampling of seventh grade students and college freshmen, it was determined that there were no significant differences among the various groups in attitude toward leisure book reading. However, the rural, college-bound high school student group did spend more time in leisure book reading during vacation times than did university freshmen. Also, the rural group's average time devoted to leisure book reading was significantly greater than the average times of each of the other groups. Finally, the rural high school students seemed to have a wider breadth of reading interests and listed more reasons for reading than did university freshmen. (The paper includes 15 suggestions for developing maturity in reading in small, rural schools.) (HOD)

ED 254 838 CS 007 968

Bowman, Harry L.; And Others
U. S. Navy Recruit Characteristics on Reading Comprehension and Related Variables: A Profile by Quarter for October 1980 - June 1984.
PUB DATE- 85
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Comparative Analysis; *Individual Characteristics; *Military Personnel; Program Effectiveness; *Reading Achievement; *Reading Comprehension; *Reading Research; Reading Strategies; Reading Tests; Recruitment; Research Methodology
IDENTIFIERS- Military Recruitment; *Navy

A study was conducted to investigate reading comprehension and educationally related variables--such as years of education, aptitude score, high school graduation status, and quarter of entry into the service--that describe United States Navy recruits. Data were obtained from computer managed instruction (CMI) reports issued quarterly, on characteristics and test performance on the Gates-MacGinite Reading Comprehension Test and the Armed Services Vocational Aptitude Battery of 286,393 navy recruits between October 1980 and June 1984. Conclusions were derived from descriptive analyses and the results of testing five hypotheses pertaining to specific variables. The findings suggest that the recruit population remained relatively stable, while showing only slight variability with regard to years of education, reading comprehension skills, and aptitude scores. In addition, they showed that the trend of a decline in reading comprehension skill levels of recruits reported in previous studies has been reversed; that the recruits are likely to vary in different quarters of the year on some important factors, thereby requiring adjustments in administrative planning; and that information is available through the CMI reports on Navy recruit characteristics to improve the effectiveness of program management. (EL)

ED 254 868 CS 504 814

Crocker-Lakness, Jim
The Accuracy of Peer Judgment of Debates in the Classroom.
PUB DATE- 84
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Communication Research; Comparative Analysis; *Debate; *Egocentrism; *Evaluation Criteria; Higher Education; Influences; *Judges; *Peer Evaluation; Public Speaking; Speech Communication

Data were collected over a three-year period from 10 sections of an advanced public speaking course at a midwestern university in a study to determine (1) the extent to which debaters who are not ego-involved can accurately judge classroom debate speeches, and (2) the specific variables that affect this accuracy. All 10 sections were taught by the same instructor/judge. As part of the course, each student was required to speak in two debates, once as an affirmative speaker and once as a negative speaker. The course instructor/judge and two student debaters served as judges to evaluate each debate. The five-point rating scale (from poor to superior) for each of the six judgment criteria (analysis, reasoning, evidence, organization, refutation, and delivery) was retained as was the requirement that judges decide whether the affirmative or negative won the debate. Results showed that less ego-involved debaters showed significant moderate correlations with the judge's ratings. But the correlations were not high enough in comparison with other studies to conclude that debaters' judgments markedly improved when they were not ego-involved in the outcome of the debate or when they were judging classroom rather than tournament debates. Correlations of overall and specific criteria ratings were higher for negative debate speeches than for affirmative. The study concluded that student debaters did not have sufficient higher level cognitive awareness to enable them to evaluate the quality of a debate. (HOD)

ED 254 883 CS 504 866

Kelly, Jan W.
Storytelling in High Tech Organizations: A Medium for Sharing Culture.
PUB DATE- Feb 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Cultural Traits; *Discourse Analysis; *Organizational Communication; Organizational Development; Organizational Theories; Speech Communication; *Story Telling; *Technological Advancement; Work Environment

Working on the assumption that members of organizations create their own organizational reality by interpreting the behaviors and activities they see, the stories and myths about the organization that they hear, and pressures to conform to the norms and practices of the organization that they feel, a study examined a total of 58 stories collected from 33 different high tech organizations. The stories were analyzed according to their scripts or skeletal structures. Standard analyses focused on hero/villain, the action line, and scene. Informants occupied positions throughout the organizations, such as secretaries, engineers, regional managers, and bookkeepers. Among the stories collected, 18 were versions of the "boss story." Whether positive or negative, the stories focused on the power structure and, by emphasizing its existence, served to legitimate it. Rule breaking and its consequences were themes in 13 stories in the sample, while 10 dealt with a variety of internal and external obstacles that confronted the protagonists--employees at all different levels in the organization. Three other story types appeared in the sample in smaller numbers: "Can the Little Person Rise to the Top?" "Will I Get Fired?" and "Will the Organization Help Me When I Have to Move?" Of the 10 remaining stories, 4 had to do with institutionalized narratives, 2 dealt with unexplainable phenomena, and the final story was industry-specific and hinted at its "anything goes" reputation. (HOD)

ED 254 926 EA 017 589

Skoglund, Frederic W.
An Approach to Instructional Management.
PUB DATE- 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competency Based Education; Curriculum Design; *Educational Objectives; *Instructional Design; Instructional Development; Pretests Posttests; *Program Descriptions; *Program Design; Program Effectiveness; School Based Management; School Supervision; Secondary Education; Staff Development; Student Evaluation; Teacher Evaluation; Teacher Participation
IDENTIFIERS- Essential Elements of Instruction (Hunter); Glendale Union High School District AZ; Ouchi (William); Theory Z

The instructional management system of Glendale (Arizona) Union High School District is described. Efforts in this area are coordinated through six interrelated components: (1) a well-defined curriculum, with extensive review and community survey of learner priorities; (2) program improvement plans based on the Theory Z concept, in which the relationship is emphasized between overall school goals, curriculum objectives, and personal improvement objectives for students; (3) involvement of teachers in curriculum decisions and instructional management to assure continual feedback between curriculum planning and classroom instruction; (4) student evaluation based on extensive curriculum based pre- and posttesting programs; (5) a teacher evaluation system emphasizing mutual respect, clinical supervision, and objective measurement of research-tested instructional techniques; and (6) a staff development program corresponding to the teacher evaluation methods, emphasizing appropriate learning objectives and the Essential Elements of Instruction developed by Dr. Madeline Hunter of the University of California at Los Angeles. (TE)

DuFour, Richard P.
Must Principals Choose between Teacher Morale and an Effective School?
PUB DATE- Jan 85
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (69th, New Orleans, LA, January 25-29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Translations (170) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Administrator Role; Educational Principles; Elementary Secondary Education; Industrial Structure; Leadership; *Organizational Development; Professional Autonomy; *School Effectiveness; *School Supervision; *Teacher Motivation
IDENTIFIERS- In Search of Excellence; Instructional Leadership

Principals wish to foster both staff motivation and student achievement in their schools, yet research reveals a seeming contradiction between these two goals. Fredrick Herzberg found in the late 1950's and 1960's that in various occupations, employees' motivation depended primarily on their sense of: the significance of their work, achievement, recognition for accomplishment, and responsibility; and on advancement opportunities. A later study corroborated these findings for teachers. Moreover, a recent study found that the "best-run" American corporations maintained excellent reputations, outstanding financial performance, and innovativeness not by hiring extraordinary people but by motivating average employees to extraordinary dedication and performance. These studies suggest that principals should motivate teachers by giving them more autonomy and responsibility. Yet school effectiveness research suggests that principals should exercise strong authority to make their schools effective. Principals thus face a seemingly irreconcilable dilemma. The solution may lie in the concept of "simultaneous loose-tight properties," which entails rigid adherence to a few broad guiding values but allows considerable autonomy in day-to-day operations. Each school should establish a unique set of guiding values through a process involving all teachers and perhaps students and parents. (MCG)

ED 254 969 EC 172 020

Jones, Barbara, Ed.
Report of the West Virginia Task Force on the Education of Intellectually Gifted Students.
West Virginia State Dept. of Education, Charleston. Bureau of Learning Systems.
PUB DATE- 84
NOTE- 210p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum; Definitions; *Delivery Systems; Elementary Secondary Education; *Gifted; Program Administration; *Program Development; Staff Role; State Programs
IDENTIFIERS- *West Virginia

The report examines services for the gifted in West Virginia and offers recommendations for improving those services. In chapter 1, "Study of Best Practices in Educating Gifted Children," Patricia Bruce Mitchell outlines findings from a literature and interview analysis regarding best practices in gifted education, including exemplary process models for integrating regular and special education and exemplary models for curriculum development. Conclusions are drawn regarding appropriate service configurations, placement decisions criteria, and the amount of time that should be spent in regular and gifted education programs. Subsequent chapters focus on the task force's findings regarding programmatic definition (including program staffing and management), curriculum sequence (basic learning outcomes, extended learning outcomes, process skills, and skills in understanding self and society), program delivery (options for alternative placements), and program assurances. Recommendations are presented on a number of topics, including needs assessment, curriculum, staffing, program management, and evaluation. The report also presents an action plan for implementation of the recommendations. (CL)

ED 254 639 CE 040 823

Budke, Wesley E.

Summary of State-Administered Program Improvement Projects in FY 1984.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 241p.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; Annotated Bibliographies; Curriculum Development; Educational Improvement; Educational Objectives; Educational Practices; Educational Quality; Educational Research; Educational Trends; Financial Support; Formative Evaluation; *Program Administration; Program Content; *Program Costs; Program Effectiveness; Program Implementation; *Program Improvement; *Resource Allocation; *State Programs; Tables (Data); Technical Education; Trend Analysis; *Vocational Education
IDENTIFIERS- Education Amendments 1976

A study examined state-administered vocational education program improvement projects funded in fiscal year 1984. Data concerning 586 projects funded for a total of $16,56[illegible],904 were analyzed. These data indicated that, during the year studied, more funds were obligated for support services than for program improvement. The percentage of funds allocated for research, exemplary and innovative, and curriculum development projects decreased in comparison to fiscal year 1983 funding levels. Although collectively the States dedicated nearly 45 percent of their program improvement funding to curriculum development, the amount obligated for each project varied considerably. State program improvement projects have focused on every educational level, with the greatest number focusing on improvement of instruction. (The second half of this report consists of a state-by-state compilation of the resumes analyzed during the study. Each resume includes a proposal identification number, information concerning the agency sponsoring the project and the organization conducting it, the project funding period, a project abstract, and descriptors and identifiers taken from the Thesaurus of ERIC Descriptors. A subject index, also based on ERIC descriptors, and appendixes containing eight tables of data and a list of directors of State research coordinating units are also provided. Fourteen references are also included.) (MN)

ED 254 652   CE 040 856

Cooke, [illegible]
Toward Excellence in Secondary Vocational Education: Improving Teaching. Information Series No. 293.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 49p.; For related documents, see CE 040 854-855 and CE 040 858-860.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (IN293--$4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Basic Skills; Competency Based Education; *Educational Improvement; *Educational Quality; Inservice Teacher Education; Instructional Improvement; Preservice Teacher Education; Secondary Education; Teacher Certification; *Teacher Education; *Teacher Improvement; Teacher Persistence; Teacher Recruitment; *Vocational Education
IDENTIFIERS- Excellence in Education

Eleven recent reports related to excellence in education were examined, and their implications for vocational education were interpreted. Commonalities and differences among the studies were identified, and a selection of these was developed further with major emphases on teaching and learning. Topics were selected according to their immediacy and relevance for vocational education. The analyses of these studies highlighted the need for improvement of education in the public school system, concentrating on high schools. The most effective strategy was the improvement of teaching. Problems in the teaching profession and ways to differentiate and reward good teaching were identified. Needs were found for better teacher recruitment and retention, improved preservice education, technological and professional updating of teachers in the field, teacher recognition, equity and equality in teacher education, and certification. Specific recommendations addressed improvement of instruction through incorporating basic academic skills in vocational education curricula, implementing competency-based instruction in the vocational classroom, and using time-on-task research. Attracting a different caliber of student to teacher education programs, adding more years of study to preservice programs, and modifying teacher certification were considered as possible and necessary steps to improve the future classroom teacher. (YLB)

ED 254 664 CE 040 830

United States Savings Bonds Seminar: Seminar Leader's Guide. 3rd Edition.

Department of the Treasury, Washington, D.C.

PUB DATE- 84

NOTE- 63p.; Seminar and revisions prepared in conjunction with the American Institute of Banking.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adult Education; *Banking; Behavioral Objectives; *Business Education; Classroom Techniques; *Federal Programs; *Federal Regulation; Financial Policy; Guidelines; Instructional Materials; Leaders Guides; Lesson Plans; Pretests Posttests; Teaching Methods

IDENTIFIERS- *Savings Bonds

This leader's guide is designed for use in conducting a seminar to train bank employees in correct procedures for issuing and redeeming U.S. Savings Bonds and in answering routine customer inquiries concerning savings bonds. Included in the first section of the guide are an overview of the purpose and content of the seminar, procedures for conducting it, a list of additional resources, suggestions for using the guide, and seminar schedules and formats. The second part of the guide consists of a series of presentation guides dealing with the following session topics: the scope of the seminar, the savings bond program, procedures for issuing Series EE savings bonds, major features and customer benefits of U.S. Savings Bonds, and procedures for redeeming U.S. Savings Bonds. A posttest is provided in the third section of the manual. Concluding the guide are a series of overhead transparency masters, two exercises, and a table of redemption values for Series E bonds as of October 1983. (MN)

ED 254 677 CE 040 930

Bernstein, Richard; Mussell, Roger A.
Electronics Curriculum Planning Guide for the 1980's and 1990's.
Interim Report.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.
PUB DATE- Aug 84
NOTE- 54p.; Funded by the Research Coordinating Unit, Arizona Department of Education.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competence; *Competency Based Education; *Curriculum Development; Educational Needs; *Electrical Occupations; Electricity; Electronics; Electronics Industry; *Electronic Technicians; Employment Qualifications; Entry Workers; *Job Analysis; Job Skills; Mathematics Instruction; Occupational Information; Postsecondary Education; Program Development; Skilled Occupations; State Curriculum Guides; *Statewide Planning; Technical Education; Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Arizona

This study was conducted as part of a project to develop a competency-based electrical/electronics (E/E) curriculum in Arizona. During this phase of the project, the following tasks were completed: (1) examination of selected E/E jobs in Arizona to develop a list of electronics competencies; (2) tying of electronic competencies to a particular mathematical rigor for each job; (3) definition of the mathematical rigor necessary to master the electronic competencies specified by a job definition; and (4) establishment of the framework for developing a statewide competency-based electricity/electronics technician training program. The major effort during the time-frame covered by this report was the organization of task lists and competencies. Seven major electronics areas were examined, with the key integrating factor being the relationship of applied mathematical and electronic competencies for a particular job. The theoretical concepts were organized in the following list: physics/chemical fundamentals/motor generators; electrical/circuit; combinatorial logic; timing logic; computer software; computer hardware; and assembly, inspection, instrumentation, and testing. These seven E/E organizational points, along with mathematics, provide a basis for discussion by researchers, curriculum writers, administrators, and teachers. This discussion is expected to lead to the writing of curriculum modules and the development of competency-based instructional programs designed to meet industry needs in Arizona. (KC)

ED 254 768 CG 018 052

Geizer, Bernard P., Ed.
State Alcoholism Treatment Centers. Program Audit.
New York State Legislative Commission on Expenditure Review, Albany.
PUB DATE- Dec 83
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcoholism; Participant Characteristics; *Program Costs; Program Descriptions; *Program Effectiveness; Program Evaluation; *Rehabilitation Programs; State Agencies; *State Programs
IDENTIFIERS- New York; *Treatment Outcomes

The report presents the results of an evaluation of New York's 13 Alcoholism Treatment Centers (ATCs). The goals of the evaluation were to review the role of the ATCs in relation to other alcoholism treatment facilities, to assess their effectiveness and efficiency, and to determine how much money is collected for service provided to patients. Following the executive summary, the introduction briefly defines and provides data on the incidence of alcoholism, and describes the goals of the ACTs and their organization. Chapter II provides: a description of the ACTs' service areas, with data on patient characteristics, and occupancy rates by service type (detoxification, rehabilitation, communtiy living); descriptions of program responses to poly-drug users, treatment rationale and methods, and program plans for state, county, and city services; and findings of a study of the effectiveness of the ACTs. Chapter III reviews the scope and results of monitoring of ACTs by the Joint Commission on Accreditation of Hospitals (JCAH) and by the New York State Division of Alcohol Abuse and Alcoholism. Chapter IV reviews the costs, staffing, of revenues of the ACTs. The appendices include a list of those interviewed and contacted for the evaluation, and copies of the correspondence between the agencies involved in the evaluation. (MCF)

ED 254 897 EA 017 529

Duffy, Francis M.
The Case of the "Open Secrets": Increasing the Effectiveness of Instructional Supervision.
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; Group Dynamics; *Inquiry; Organizational Communication; *Problem Solving; *School Supervision; Teacher Administrator Relationship
IDENTIFIERS- *Organizational Learning

Conditions in schools that reduce the effectiveness and perceived value of instructional supervision can be diagnosed and corrected through a cyclical process called "organizational learning." Rather than merely responding to symptoms, this method focuses on eliminating or mitigating the underlying causes of "organizational errors." Under this author's guidance, a residential school for the handicapped conducted an organizational learning activity as part of a 7-day inservice program on instructional supervision. Before instruction began, the participants (mostly senior administrators) each recorded in writing their thoughts on the school's supervisory process. These reports, as well as interviews with and observation of the participants, were used to prepare a hypothetical "map" of organizational behavior. This "map," which was unanimously approved by the group, identified a variety of problems in the school, some of which were "open secrets": that is, they were well known among the school staff, yet undiscussable. Much concern focused on a cycle of destructive attitudes and behavior set off by the superintendent's autocratic management. As a result of this trend the school's problems had become a barely manageable series of crises. Openly discussing such issues is a step toward establishing a climate for effective supervision. (MCG)

ED 254 954 EA 017 620

Sparks, Georgea Mohlman; And Others
Evaluation of a Six-Step Staff Development Model for School Improvement.
PUB DATE- Apr 84
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Educational Improvement; Elementary Secondary Education; *Models; *School Based Management; *School Effectiveness; *Staff Development
IDENTIFIERS- Detroit Public Schools MI; *Wayne State University MI

The Staff Development for School Improvement Project (SDSI) combined the resources of Wayne State University with 19 schools from 15 school districts in the Detroit (Michigan) metropolitan area. The university provided a facilitator to guide each school through the following six-step change process: (1) awareness, readiness, and commitment; (2) needs assessment; (3) proposal writing by the building planning team; (4) implementation of the plan; (5) evaluation of progress; and (6) reassessment and continuation. Questionnaire responses from the school staffs showed that 82 percent or more agreed that the university had provided relevant activities, and noted improvements in a number of areas. Interviews with the planning teams indicated that the most positive aspects of SDSI were staff involvement in planning and decision-making and commitment to a long-term goal. The most difficult aspects of the program were time constraints and writing the first year plan. The majority of the successful schools: (1) had frequent contact with their university facilitator, (2) planned long-term programs with frequent SDSI activities, (3) arranged for released time for staff participation, (4) involved the majority of the staff members in SDSI activities, and (5) had the support of the school principal. Appended to the text are eight references and tables of school characteristics, schools' questionnaire responses, and characteristics of more- and less-successful schools. (MLF)

Monroe, Don; And Others
Social Skill Instruction for the Developmentally Disabled: A Generalizability Problem.
PUB DATE- Oct 84
NOTE- 44p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Curriculum Development; *Developmental Disabilities; *Instructional Materials; *Interpersonal Competence; Material Development; Young Adults

A social curriculum package was developed for use in adjustment training centers that serve developmentally disabled clients over the age of 16 years. The curriculum features two different instructional styles (verbal instruction and role play) for nine task areas: (1) seeking attention, (2) complying, (3) telling the truth, (4) expressing emotions, (5) accepting feedback, (6) being on task, (7) obeying community laws, (8) asserting oneself, and (9) solving problems. Field test participants lessened from an original 38 instructors to 13 and clients decreased from 118 to 30. Results suggested that the materials had to be adapted to fit each client and each center's circumstances, possibly negating the reason for developing the curriculum in the first place. The conclusion was offered that staff training may be more worthwhile than material development. The pre- and post-test for the curriculum are appended. (CL)

ED 254 626 CE 040 776

Youth Studies Abstracts. Vol. 4 No. 1.
Australian National Univ., Canberra. National Clearinghouse for Youth Studies.
PUB DATE- Feb 85
NOTE- 97p.; Document contains small type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Adolescents; Adult Education; Annotated Bibliographies; Career Counseling; Career Education; Curriculum Development; Educational Needs; Educational Policy; Educational Practices; *Educational Research; Equal Education; Ethnic Groups; Family Programs; Females; Financial Support; Foreign Countries; *Individual Needs; Job Training; Migrant Youth; Participation; Postsecondary Education; Public Policy; Rural Education; Secondary Education; Social Change; Technical Education; *Youth Employment; Youth Opportunities; *Youth Problems; *Youth Programs
IDENTIFIERS- Aboriginal People; *Australia

This volume contains abstracts of 76 projects (most of which were conducted in Australia and New Zealand) concerned with programs for youth and with social and educational developments affecting youth. The abstracts are arranged in the following two categories: (1) Social and Educational Developments: Policy, Analysis, Research; and (2) Programs: Reports, Reviews, Evaluation. Summarized in the individual sections of the collection are projects dealing with the following topics: aborigines; adolescence; career education and counseling; education (funding, participation, participation and equity programs, and rural education); education and training; employment (cooperatives and job creation); family; girls and women; International Youth Year; migrant youth and ethnic groups; schools and schooling (curriculum development and languages in schools); social change; students; technical and further education; youth issues (employment, health, housing and accommodation, income support, institutional care, issues, policies, research, services, teenage pregnancy, transition to adulthood, and views and attitudes); and youth work and workers. Each abstract includes information on the source of the document and a summary of its contents. Subject and author indexes are provided. (MN)

ED 254 708 CE 040 984

Stationary Engineers Apprenticeship. Related Training Modules. 14.1-14.4 Steam.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 68p.; For related documents, see CE 040 971-990. Many of the modules are duplicated in CE 041 004.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Energy; Energy Occupations; *Equipment Maintenance; Job Skills; Job Training; Learning Modules; Postsecondary Education; *Power Technology; *Trade and Industrial Education

IDENTIFIERS- *Stationary Engineering; *Steam; Steam Power Plant Operators

This learning module, one in a series of 20 related training modules for apprentice stationary engineers, deals with steam. Addressed in the individual instructional packages included in the module are the following topics: steam formation and evaporation, types of steam, and steam transport and purification. Each instructional package in the module contains some or all of the following: a lesson goal, performance indicators, a study guide, a vocabulary list, an introduction, instructional text, an assignment, a job sheet, a self-assessment activity, a post-assessment instrument, answers to the post-assessment instrument, and a list of recommended supplementary references. (MN)

ED 254 725 CE 041 001

Millwright Apprenticeship. Related Training Modules. 11.1-11.2 Generators.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 97p.; For related documents, see CE 040 991-041 007. Many of the modules are duplicated in CE 040 988.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Apprenticeships; Behavioral Objectives; *Electrical Systems; Job Skills; Job Training; Learning Modules; Machine Tools; Mechanics (Physics); Postsecondary Education; *Power Technology; *Trade and Industrial Education

IDENTIFIERS- *Electric Generators; *Millwrights

This packet, part of the instructional materials for the Oregon apprenticeship program for millwright training, contains two modules covering generators. The modules provide information on the following topics: types and construction of generators and generator operation. Each module consists of a goal, performance indicators, student study guide, vocabulary, introduction, information sheets illustrated with line drawings and photographs, an assignment sheet, a job sheet, a self-assessment test with answers, a post-assessment test with answers for the instructor, and a list of supplementary references. (Copies of supplementary references, which are sections of lectures from a correspondence course published by the Southern Alberta Institute of Technology, are included in the packets.) (KC)

ED 254 797 CG 018 084

Matteo, Sherri
The Effect of Sex Role Stereotyping on Sport Participation.
PUB DATE- Aug 84
NOTE- 29p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Androgyny; *Athletics; College Students; Congruence (Psychology); Higher Education; *Participant Characteristics; Participation; *Sex Differences; *Sex Role; Sport Psychology

The extent to which an individual's experience with and participation in athletic activities is constrained by gender connotation of the sport, sex of the individual, and the individual's classification on the Bem Sex Role Inventory (BSRI) was examined. A Sports Participation Questionnaire was completed by 80 university students selected on the basis of their BSRI scores to provide equal numbers of male and female sex-typed, cross sex-typed, androgynous, and undifferentiated subjects. Subjects' scores for overall experience were entered into a two (sex) by four (BSRI) by three (category appropriateness) analysis of variance with repeated measures on the last factor. No sex differences were found for overall sport experience or participation. Males and females both preferred neutral sports the most, followed by sex-appropriate and then by sex-inappropriate sports. Sex-typed males reported significantly less experience and participation with sex-inappropriate sports than did androgynous and undifferentiated males. Sex-typed females reported significantly less participation in sex-inappropriate sports than did androgynous and cross-sex-typed females. Sex-typed subjects paid more attention to gender when deciding to reject sex-inappropriate sports than did androgynous and undifferentiated subjects. (Author/NRB)

ED 254 854 CS 208 804

Levy, Connie
The Writing Experience: A New Dimension.
PUB DATE- 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Texas Joint Council of Teachers of English (20th, Houston, TX, January 31-February 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Course Content; Creative Writing; English Instruction; High Schools; *Literary Criticism; *Literature Appreciation; Novels; Program Descriptions; *Student Publications; Teacher Attitudes; *Teaching Methods; United States Literature; Writing for Publication; Writing Improvement; *Writing Instruction

With the encouragement of an English instructor for whom English was a second language and who was consequently enthusiastic about writing experiences, English students in a Texas high school put together an anthology of literary criticism on the modern American novel. Honor students read American novels of their choice and wrote evaluations of them for young readers. Criteria for literary criticism collected by students through reading and discussion were condensed by the teacher into a workable guide for the students to use while reading. After several successful writing experiences, the class focused on the anthology. The instructor guided the students through each stage of the writing process for their critical essays. Individual conferences and peer review sessions were held. As the writing became more refined, the reviews were divided into three categories: established classics; books that deal with teenage anxieties such as love, war, prejudice, or friendship; and books of science fiction or fantasy. The final product was rewarding for the students, parents, and instructor, and included all the essays, regardless of quality. Other writing experiences used by the teacher include imitating famous writers' styles, writing chapters about an established character, writing "Cliffs notes" for a novel, writing a reader's theatre script about a poet, and creative writing on unit and semester exams. In addition to improving grammar, punctuation, and spelling, such writing experiences have also served the emotional needs of the students. (HTH)

ED 254 912 EA 017 573

Summer School Pilot Program: Final Study Report as Reported by the State Board of Education. Submitted to the Governor, Lt. Governor and the Sixty-Ninth Legislature.

Texas Education Agency, Austin.; Texas State Board of Education, Austin.

PUB DATE- Jan 85

NOTE- 74p.

AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 201 East 11th Street, Austin, TX 78701 (Publication No. TEA-GE5-140-03, $1.00; limited supply on hand).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Failure; Basic Skills; Elementary Secondary Education; Expenditure per Student; Limited English Speaking; Low Achievement; Performance Factors; *Pilot Projects; Program Costs; *Remedial Programs; School Districts; Skill Development; *State Programs; Student Motivation; Success; *Summer Programs

IDENTIFIERS- *Texas

Twenty-three Texas school districts conducted state-funded pilot projects in 1982 and 1983 to determine whether summer school programs could successfully remediate the needs of students who were retained in grade or had failed a required course, who were functioning greatly below their peers in skill attainment, or who were identified as having limited English proficiency. Each participating district evaluated its own project using a standard evaluation design. Data were collected on both participating students and eligible but nonparticipating students. The projects generally proved successful, with significant growth seen in basic skill acquisition at the elementary level and in course credit acquisition at the secondary level. Students who participated were found to perform more effectively in the subsequent school year than those who did not. Projects focusing on a limited number of basic skills objectives, actively involving students, and offering meaningful rewards for success were most effective in basic skills development. Projects strengthening self-concept and eagerness to learn were most effective in motivating students to continue learning after the projects. Per pupil costs were significantly lower than costs associated with having students repeat grades. An appendix provides individual project reports for each of the participating districts. (PGD)

ED 254 614 CE 040 117

Morf, Martin; Alexander, Philip
The Electronic Cottage. State-of-the-Art Paper.
Tennessee Univ., Knoxville. Office for Research in High Technology Education
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 72p.; For related documents, see CE 040 115-126. Product of the "High Technology Education: A Program of Work" Project.
CONTRACT- 300-83-0176
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Career Education; Careers; *Computers; *Cost Effectiveness; Design Requirements; *Human Factors Engineering; *Man Machine Systems; Microcomputers; Quality of Life; State of the Art Reviews; Technological Advancement; *Telecommunications
IDENTIFIERS- *Home Based Employment

This paper provides an overview of the information currently available on the prospects of electronic work at home. The first major section examines the technological environment that makes electronic home work possible. Central and dispersed computer facilities, internal and external means of communication, work stations, software, and security factors are studied from the standpoints of present and future technology and from the point of view of a work organization considering the design of a system that could accommodate electronic home workers. The second major section considers likely human implications of electronic home work. These are classified as costs and benefits (interpreted broadly as disadvantages and advantages) to the worker, to the employer, and to society. The paper concludes that the electronic cottage option has costs and benefits that depend on particular circumstances and their interaction and that the option offers the potential to improve the quality of many workers' lives. (YLB)

ED 254 665 CE 040 883

Safman, Phyllis C.; Crocker, M. Judith
An In-Service Curriculum Package for the Training of Teachers of Adult Students. Final Report and Recommendations.
Utah Univ., Salt Lake City.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.
PUB DATE- Aug 84
NOTE- 41p.; Prepared by the Division of Continuing Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Development; *Adult Education; *Adult Educators; Adult Learning; Career Counseling; Career Development; Classroom Techniques; Curriculum Development; *Curriculum Guides; Educational Needs; *Inservice Teacher Education; Instructional Materials; Lesson Plans; *Material Development; Needs Assessment; *Pilot Projects; Postsecondary Education; Questionnaires; State Surveys; Statewide Planning; Teaching Methods
IDENTIFIERS- 310 Project; *Utah

A project was conducted to develop a curriculum package for use in providing inservice training to adult educators. The content of the package was determined by information gathered from a statewide survey of adult education directors in Utah, a review of adult development and learning literature, and discussions with leaders and researchers in the field of adult education. The package was pilot tested with 21 teachers from public, vocational, and continuing education. The pilot test indicated that, besides being used in a workshop format, the package could be used successfully in other settings as well. This project report contains the curriculum package, which includes units on adult development and learning, counseling and career development, teaching techniques, and issues in adult education as well as a copy of the survey instrument used to gather information pertaining to the needs of adult educators in Utah for inservice training. (MN)

ED 254 692   CE 040 968

Low Voltage Alarm Apprenticeship. Related Training Modules. 28.1-28.12 Human Relations.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 159p.; For other apprenticeship documents related to this trade, see CE 040 962-969. For pre-apprenticeship documents covering human relations (using many of the same modules), see ED 217 258-260. Many of the modules are duplicated in CE 040 976 and CE 040 996.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Alarm Systems; *Apprenticeships; Behavioral Objectives; Communication Skills; Decision Making; Employment Interviews; Goal Orientation; Group Dynamics; *Human Relations; Individualized Instruction; Interpersonal Communication; Interpersonal Competence; *Interpersonal Relationship; Job Skills; Learning Modules; Money Management; Postsecondary Education; Problem Solving; Resumes (Personal); Self Evaluation (Individuals); *Trade and Industrial Education; Work Attitudes

IDENTIFIERS- Work Habits

This packet of 12 learning modules on human relations is 1 of 8 such packets developed for apprenticeship training for low voltage alarm. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a check list of steps the student should complete), a vocabulary list, an introduction, information sheets, assignment sheet, job sheet, self-assessment, self-assessment answers, post-assessment, instructor post-assessment answers, and a list of supplementary references. Supplementary reference material may be provided. The 12 training modules cover communication skills; feedback; individual strengths; interpersonal conflicts; group problem solving, goal setting, and decision making; worksite visits; resumes; interviews; work habits and attitudes; expectations; wider influences and responsibilities; and personal finance. (YLB)

ED 254 741 CE 041 041

Roelofs, Alice R.; And Others
Whole Life Living Skills Curriculum.
Adult Learning Systems, Inc., Ypsilanti, MI.
SPONS. AGENCY- Michigan State Dept. of Mental Health, Lansing.
PUB DATE- 84
NOTE- 270p.; For related documents, see CE 041 051-052. Also funded by Wayne Community Living Services.
AVAILABLE FROM- Adult Learning Systems, Inc., 813 East Michigan Avenue, Suite 207, Ypsilanti, MI 48197 ($30.00).
LANGUAGE- English
EDRS Price - MF01 PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Consumer Protection; Curriculum Guides; *Daily Living Skills; *Deinstitutionalization (of Disabled); Developmental Disabilities; *Disabilities; Emotional Disturbances; Employment; Health; *Homemaking Skills; *Hygiene; Interpersonal Competence; Learning Activities; Leisure Time; Money Management; Physical Disabilities; Safety; Self Care Skills; Self Concept; Telephone Usage Instruction; Travel Training
IDENTIFIERS- *Independent Living; *Whole Life Program

This manual provides ideas to enable Whole Life Program staff and friends to begin expanding on ways to reach and teach survival skills to adults. A list of suggestions for use of the curriculum activities and process appears first. Activities are provided for 11 curriculum areas: emergency procedures; apartment safety; apartment upkeep; food preparation, nutrition, and preservation; shopping and consumerism; money management; body awareness; self awareness/understanding others; communications within the community; earning a living; and leisure. One to ten objectives are categorized under each curriculum area. Activities are suggested for each objective. Pencil-and-paper activities, hands-on activities, games, and role-playing are some of the types of activities. A 12th curriculum area covered is tenant support. Timelines and checklists are provided for working towards tenant support. Section 13 contains objectives and activities for an eight week class in problem-solving techniques, activities for helping participants prepare attractive surroundings, objectives and activities regarding civil rights, and a seminar series to teach specific skills. Concepts are listed for each seminar, most of which are designed to offer experiential learning opportunities. (YLB)

ED 254 755 CE 041 341

Johnson, James N.
Adults in Crisis: Illiteracy in America.
Far West Lab. for Educational Research and Development, San Francisco, Calif.; Network of Innovative Schools, Inc., Andover, Mass.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 30p.; For related documents, see ED 253 772-776 and CE 041 342-344. Prepared for the National Adult Literacy Project.
CONTRACT- NIE-R-83-000-11
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Literacy; Adults; Community Education; *Coordination; Delivery Systems; *Educational Cooperation; *Illiteracy; Outreach Programs; Poverty; *Public Policy; Staff Development
IDENTIFIERS- National Adult Literacy Project

Adult illiteracy is a major social problem in America today; it is disproportionately high among the poor and minorities. Among the complex causes of illiteracy are ineffective schooling, intergenerational transmission of literacy or illiteracy (reinforced by poverty and discrimination), and rising standards of functional literacy. Beyond the dollar costs, individuals and society pay a price when so many cannot actively participate in social, political, and cultural affairs. The magnitude and scope of the illiteracy problem require a coordinated, fully mobilized national strategy capable of facing the challenges of: outreach to the hard-to-reach illiterate population, lack of a legitimized niche for literacy education in the educational structure, paucity of research and development data, and insufficient financial resources. To help those out of school acquire literacy skills as well as to ensure that children learn to read and write in their formative years, the following steps are recommended: (1) a broad, flexible definition of literacy, (2) a pluralistic delivery system, (3) expanded community-oriented efforts, (4) improved coordination and communication, (5) staff development for literacy educators, (6) more full-time professionals, (7) support services, (8) detailed program evaluation, (9) continued research, and (10) increased Federal support. (SK)

ED 254 769 CG 018 053

Geizer, Bernard P., Ed.
The Mental Health Information Services. Program Audit.
New York State Legislative Commission on Expenditure Review, Albany.
PUB DATE- May 84
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Information Needs; *Information Services; Mental Disorders; *Mental Health Programs; *Program Effectiveness; Program Evaluation; *State Agencies; *State Legislation
IDENTIFIERS- New York; *Patients Rights

This report presents the results of an evaluation of New York State's Mental Health Information Services (MHISs). The goals of the evaluation were to determine the effectiveness with which legislatively mandated information services to the mentally disabled and to the courts were carried out, and to evaluate MHIS workload and activity in order to assess their request for staffing increases. Following an executive summary, the introduction provides background information on the establishment of the four MHISs, and details the services they are required to provide, including those explicitly mandated and those which implicitly flow from the law. Chapter II describes the procedures used to evaluate the program's effectiveness, and provides a discussion of the results accompanied by 11 data tables. Chapter III reviews the program operation of the four MHISs, analyzes prior measures of MHIS workload, and presents the legislative committee's own survey of MHIS workload. Chapter summaries are provided for each area. The appendices include a list of those interviewed and contacted for the evaluation, samples of MHIS files used in the evaluation, classifications of sections of the law mandating or permitting information services, the MHIS workload form, and copies of the correspondence between the agencies involved in the evaluation and the legislative committee (responses and rebuttal). (MCF)

ED 254 811 CG 018 098

Kopecky, Frank J.; Wilkin, Rebecca S.
Termination of Parental Rights: The Legal Aspects. A Training Manual
Illinois Univ., Urbana. Jane Addams School of Social Work.; Sangamon State Univ., Springfield, IL. Center for Legal Studies.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 82
NOTE- 192p.
GRANT- OHD-90-CT-1951/03
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Custody; *Child Welfare; *Court Litigation; Courts; Curriculum Guides; Decision Making Skills; Inservice Education; Instructional Materials; Laws; Lesson Plans; *Parent Rights; Skill Development; *Social Workers; Workshops

Lesson plans, teaching materials, visual aids, and handouts for use in a workshop for child welfare workers on termination of parental rights are provided in this manual. The curriculum is designed to increase understanding of the legal system; knowledge of law, legal procedures, terms and concepts; and decision-making skills and skills needed for court preparation. The training curriculum for a 2-day workshop is divided into six units which are focused on: (1) barriers to termination; (2) grounds for termination; (3) termination cases and the legal process; (4) evidence for social workers; (5) preparation for court; and (6) testimony. The two final units are centered around a hypothetical case situation which allows participants to apply knowledge from previous units. Detailed descriptions for each unit include training objectives, lesson plans, training materials, and bibliographic references. Recommendations for expansion of topics are included in several of the unit descriptions. Examples of a 2-day workshop schedule and format, and topics and supplemental training materials for a 3-day workshop format are included. Selected reference materials and bibliographic information for further reading are given. (NRB)

ED 254 825 CS 007 946

Success in Reading and Writing, School Year 1982-83. Final Evaluation Report.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
PUB DATE- Aug 83
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; Evaluation Methods; Integrated Activities; *Program Content; *Program Evaluation; *Reading Achievement; *Reading Attitudes; Reading Instruction; Reading Materials; *Reading Programs; Teacher Attitudes; *Writing Instruction
IDENTIFIERS- *Success in Reading and Writing Program

The Success in Reading and Writing Program (Success) developed by Anne Adams incorporates ideas from many approaches to reading instruction. It uses newspapers, magazines, library books, content area textbooks, catalogs, and other reading materials; it requires an instructional period that is divided into four or five units of one-half hour each; and it involves both whole class and individualized instruction. The Washington, D. C., Public Schools system has been using the program since 1978-79 in both elementary and junior high school classrooms. The program was evaluated to determine its effectiveness in improving reading performance, reading attitudes, and writing performance; as well as to discover teacher and administrator attitudes toward the program and whether it had an impact on student promotion. The evaluation revealed that (1) the third grade Success program group had significantly higher reading achievement than a comparison group; (2) third and fourth grade students in the program acquired a more positive attitude toward reading during the period from the pretest to the posttest; (3) second grade students in the program wrote significantly better than students in a comparison group; (4) prekindergarten, kindergarten, and elementary school teachers were satisfied with the program; (5) junior high school teachers were somewhat satisfied, but also had several concerns; (6) principals were satisfied with the program; and (7) the program had a positive impact on student promotion. (Materials used in the evaluation are appended.) (FL)

ED 254 839 CS 007 969

Ashmore, Rhea Ann

University of Montana Reading and Study Skills Center: A Descriptive Model.

PUB DATE- 17 Apr 85

NOTE- 13p.; Paper presented at the Annual Meeting of the Western College Reading and Learning Association (18th, Denver, CO, March 28-31, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Course Descriptions; Higher Education; *Models; Program Descriptions; Reading Achievement; *Reading Centers; *Reading Improvement; *Reading Skills; Remedial Instruction; Remedial Reading; Skill Development; *Study Skills

The model for the reading and study skills center at the University of Montana is based on the individualized and classroom techniques that have been successful with university students. The center offers two courses: increasing reading effectiveness and improving reading and study skills. The first is designed to improve reading achievement, while the second is designed to improve both reading achievement and study skills. Placement and evaluation of students in both courses are determined by administration of the Nelson-Denny Reading Test, and the test results determine the readability level of the materials assigned to each student. After pretesting, all students attend a reading lab orientation at the center, where each receives a folder for test scores, progress records, student work, and evaluations. Students enrolled in the reading effectiveness class must log the required amount of lab hours per quarter and take the Nelson-Denny as a posttest to determine a pass/no pass grade. Students enrolled in the reading and study skills course receive a letter grade based on a point system. (HTH)

ED 254 869 CS 504 815

O'Brien, Jill L.

What Can I Do with a Communication Degree? Four Misconceptions and Some New Questions.

PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Degree Requirements; *Degrees (Academic); Education Work Relationship; *Employment Potential; Higher Education; Job Placement; *Job Training; Liberal Arts; *Majors (Students); *Speech Communication; Speech Instruction

Those seeking or those who have obtained a communications degree often ask what they can do with their degree. Their quest for universal employment categories uniquely appropriate for communication majors is shaped by four beliefs: (1) content expertise is the primary asset the communication major brings to a potential employer; (2) communication graduates are broadly similar because of common educational experiences within the discipline; (3) clear, uniform employment categories and job descriptions exist across organizations; and (4) degree recipients in technical or business programs fare better than communication majors. However, each of these premises is fallacious. First, content mastery is not the sole asset of the communication graduate. The cognitive and speculative issues explored in communication coursework defy such simplistic reduction. Communication examines the fundamental symbolic process that operates in all personal and professional life. So, too, common sense dictates that communication graduates are not broadly similar because of common educational experiences. Clearly, students will differ markedly in personality traits, economic objectives, motivational drives, geographical preferences, private values, and social needs. In addition, positions with similar titles are not always identical since job functions differ broadly from one organization to another. Finally, technical graduates do not make the transition from academe to the work force more easily than communication students. (HOD)

ED 254 884 CS 504 867

Andersen, Kenneth E.
An Analysis of the Ethical Groundwork of Franklyn Haiman's "Speech and Law in a Free Society."
PUB DATE- Feb 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Liberties; Communication (Thought Transfer); *Ethics; *Freedom of Speech; *Laws; *Persuasive Discourse; *Rhetoric; Social Responsibility; Speech Communication; Standards
IDENTIFIERS- *Haiman (Franklyn)

A quick reading of Franklyn Haiman's writings on ethics and free speech would suggest many disparities in his early conception of the ethical communicator and in his conception of free speech and the activity it allows in a democracy. In the material on ethics, Haiman addresses the ideal of how people ought to communicate with others in an ethical way in a democratic society. In the work on free speech, he focuses upon the role that the state should play in regulating the communication activity within a democracy. Haiman argues, for example, that the state should act not to prevent speech but to protect speech. He further suggests that the state should act essentially to protect all speech, not just ethical speech. The congruency of these two views can be exemplified in thinking of the key virtues that ought to animate citizens in the democracy as they go about their roles as active participants in the polis. Haiman calls for the citizen communicator to be a person of great practical wisdom who uses the intellect to develop a habitual pattern of behavior in which communication activities are guided by the robust virtues of proper pride, rational decision making and action, and tolerance. (HOD)

ED 254 927 EA 017 591

Preparation of Principals. The Best of ERIC on Educational Management Number 81.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 5p.
CONTRACT- 400-83-0013
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology on Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Education; Administrator Evaluation; Administrator Qualifications; Elementary Secondary Education; *Inservice Education; *Internship Programs; *Management Development; Models; On the Job Training; Practicums; *Principals; Professional Development; Professional Education; *Professional Training; School Supervision
IDENTIFIERS- American Association of School Administrators

This annotated bibliography reviews 12 publications on preparation of principals. Of these, three (entries 1, 7, and 11) concern internships: essential elements thereof, a proposed "critical incident" technique for internships, and a practicum program in South Carolina. Three of the articles (2, 5, and 9) focus on models or approaches to the training of principals: a model based on contingency theory, techniques based on the decision sciences, and a discussion of the three broad elements in the structure of educational administration training programs. The third entry reviews a book of guidelines for preparation of school administrators issued by the American Association of School Administrators, and the fourth is a description of the Principals' Center at Harvard. The four remaining articles (entries 6, 8, 10, and 12) cover various aspects of inservice training for professionals: a status report, a training program in clinical supervision from Chicago, a discussion of inservice needs, and an instructional management training program in Mississippi developed in conjunction with the implementation of an outcome-based education format. (TE)

ED 254 941 EA 017 606

Maher, Robert E.
Leadership: A Course of Action for the Secondary School.
PUB DATE- Aug 83
NOTE- 88p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (New Orleans, LA, January 25-29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Course Content; Extracurricular Activities; High Schools; *High School Seniors; *Leadership Training; School Community Relationship; *Student Leadership; Student Organizations; Student Participation; Student Projects; Student School Relationship; Student Volunteers
IDENTIFIERS- *Lakeland High School NY

A leadership class for high school seniors that has been offered since 1979 at Lakeland High School, New York, and that is popular with students, the school administration, and the community is described. Described also are the rationale behind the leadership program, the techniques found successful in moving it forward, the community resources that have proved valuable and receptive to the program's efforts, and some of the problems and roadblocks that those running the program have learned to avoid. Thirteen chapters include discussions of (1) the need for such a class; (2) the class goals, which are to better the students themselves, the school, and the community; (3) the class member selection process; (4) the summer workshops to develop camaraderie and understanding of self and school needs; (5) self-analysis exercises; (6) special class projects; (7) the inschool and group project committees; (8) individual projects, assisting charitable, religious, or humanitarian groups; (10) the leadership class teacher; (11) the class's grading system; (12) an evaluation of the Lakeland class's success; and (13) a sample of the class readings. (DCS)

ED 254 970 EC 172 021

Wertlieb, Donald; Place, Patricia

Multidisciplinary Training for Educators of Young (3-7) Severely Handicapped Children. Project CoNECT (Collaborative Network for Early Childhood Training). Final Report, October, 1981-September, 1984.

Tufts Univ., Medford, Mass.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 28 Dec 84
NOTE- 240p.; Developed by Eliot-Pearson Department of Child Study. Some charts may not reproduce well.
GRANT- G009101997
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consultation Programs; *Cooperative Programs; Infants; Institutes (Training Programs); *Interdisciplinary Approach; *Multiple Disabilities; Paraprofessional School Personnel; Professional Education; *Severe Disabilities; Staff Development; *Teacher Education; Young Children
IDENTIFIERS- *Collaborative Network for Early Childhood Training

Project CoNECT (Collaborative Network for Early Childhood Training) provided preservice and inservice training to help multidisciplinary personnel better serve young, severely handicapped children. The project, which was divided into three subcomponents, utilized univerisity-based training as well as field-based training. In Subcomponent I, personnel new to the field of education of young, handicapped children were enrolled in an eight-course sequence with a two-credit practicum for student teaching with preferential placement in the collaboratives. Successful completion of the program resulted in the Master of Education degree and the Massachusetts teaching certificate, "Teacher of Young (3-7 years) Children with Special Needs." Twenty teachers were trained under the full or partial auspices of Project CoNECT. For Subcomponent II, liaisons with four educational collaboratives provided ongoing, professional and paraprofessional, multidisciplinary consultation addressing educational programming and staff training needs. Among training competencies addressed were: assessment and remediation in a developmental framework; curricular modifications for young, severely handicapped children; classroom and behavior management strategies; and consultation and communication skills for collegial and parent-staff teamwork. In Subcomponent III, a summer institute, "Medical and Rehabilitative Aspects of Childhood Disorders," was held. Serving to update the multidisciplinary professional and paraprofessional staff of the collaboratives in this project and the program's Master's degree candidates, the Institute addressed current efforts in diagnosis, medical treatment, and rehabilitation techniques with severely and multiply handicapped children. The management by objectives approach guided the implementation and evaluation activities of Project CoNECT. The summary evaluation, based upon the analysis of process and product data, demonstrated the Project's effectiveness. Additional findings led to recommendations to provide for consultation to administrators and provide processes by which valuable information can be exchanged efficiently among collaboratives. (Author/CL)

ED 254 985 EC 172 036

Anden, Gerd, Ed.; Brodin, Jane, Ed.
My Body--My Words. Communication for the Mentally Handicapped.
National Association for Retarded Children, Young People and Adults, Stockholm (Sweden).; Swedish Inst. for the Handicapped, Bromma.
PUB DATE- 83
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communication Skills; *Language Acquisition; *Mental Retardation; Models; *Multiple Disabilities; Music Therapy; Speech Therapy

The collection of papers by Swedish special educators, addresses approaches to helping mentally retarded and multiply handicapped people communicate. The papers are written by psychologists, educators, speech therapists, music instructors, and researchers and focus on the following topics: the context of communication (Mats Granlund), early language communication (Berit Olsson), sign communication (Cecilia Olsson), Amer-Ind (a nonverbal communication method) (Berit Baryd), applications of deaf-blind children's communication training to other disabilities (Barbro Goras), a communication-based model for language stimulation in mongoloid children (Irene Johansson), communication via natural reactions and signals (Gerd Unden), communicating with pictures (Eva Ihre and Annie-Liis Raud), Bliss symbols (Britt Carlsson), PIC (pictogram, ideogram, communication) (Kerstin Falck), function-orientated music therapy (Lasse Hjelm), data communications (Magnus Magnusson), and reflections of a visit to the United States (Gunnel Thunell). The concluding piece is a poem entitled "The Hand I Know" (Uila Tidestrom). (CL)

ED 254 709 CE C40 985

Stationary Engineers Apprenticeship. Related Training Modules. 15.1-15.5 Turbines.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 99p.; For related documents, see CE 040 971-990. Many of the modules are duplicated in CE 040 998.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Energy; Energy Occupations; Equipment Maintenance; *Equipment Utilization; Job Skills; Job Training; Learning Modules; Postsecondary Education; *Power Technology; *Trade and Industrial Education

IDENTIFIERS- *Stationary Engineering; Turbines

This learning module, one in a series of 20 related training modules for apprentice stationary engineers, deals with turbines. addressed in the individual instructional packages included in the module are the following topics: types and components of steam turbines, steam turbine auxiliaries, operation and maintenance of steam turbines, and gas turbines. Each instructional package in the module contains some or all of the following: a lesson goal, performance indicators, a study guide, a vocabulary list, an introduction, instructional text, an assignment, a job sheet, a self-assessment activity, a post-assessment instrument, answers to the post-assessment instrument, and a list of recommended supplementary references. (MN)

ED 254 726 CE 041 002

Millwright Apprenticeship. Related Training Modules. 12.1-12.3 Feedwater.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 187p.; For related documents, see CE 040 991-041 007. Many of the modules are duplicated in CE 040 987.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Energy Occupations; Individualized Instruction; Job Skills; Learning Modules; *Machine Tools; Postsecondary Education; *Power Technology; *Trade and Industrial Education; Water Treatment
IDENTIFIERS- Boilers; *Feedwater; *Millwrights; Power Plant Operators

This packet of three learning modules on feedwater is one of six such packets developed for apprenticeship training for millwrights. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a check list of steps the student should complete), a vocabulary list, an introduction, information sheets, assignment sheet, job sheet, self-assessment, self-assessment answers, post-assessment, instructor post-assessment answers, and a list of supplementary references. Supplementary reference material may be provided. The three training modules cover feedwater types and equipment, feedwater treatments, and feedwater testing. (YLB)

ED 254 784 CG 018 069

Wood, Barbara L.
Children of Alcoholics: Patterns of Dysfunction in Adult Life.
PUB DATE- Aug 84
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Alcoholism; Behavior Problems; *Child Role; Emotional Problems; Family Problems; *Individual Development; Interpersonal Relationship; *Parent Child Relationship; Role Conflict; Self Esteem
IDENTIFIERS- *Adult Children

Children of alcoholic parents often defend against family instability by adopting roles (hero, scapegoat, lost child, mascot) which bring a semblance of stability to the family. While one role may seem to dominate the character of an individual child, all four roles may be seen in the same child; at times conditions may cause an exchange of roles. Adult children of alcoholics often exhibit swings in mood and behavior similar to the role exchanges in children. Behavioral and emotional characteristics common to adult children of alcoholics include low self-esteem, constant need for approval, self-criticism, and difficulty in interpersonal relationships. These characteristics are often associated with failure in the developmental process of separation and individuation. Forces in the alcoholic family may hamper children's efforts to separate from their parents and grow into mature individuated adults. Instead, a distorted, false self arises which is unstable and vulnerable to breakdowns or shifts in ego states. Much of the difficulty that adult children of alcoholics encounter in separating from their parents stems from their capacity for attachment and love, and their ability to empathize. These characteristics can be put to good use in treatment of the adult children of alcoholics. (NRB)

ED 254 898 EA 017 540

Doyle, Denis P.; Finn, Chester E., Jr.
Educational Quality and Family Choice: Toward a Statewide Public School Voucher Plan.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 15 Nov 83
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Admission Criteria; Disadvantaged Youth; *Educational Change; Educational Finance; *Educational Vouchers; Elementary Secondary Education; Eligibility; *Full State Funding; *Government School Relationship; *Models; *School Choice; School Organization; State Standards

A model is proposed for enhancing family choice in public education; unlike many previous voucher plans, it would build on current trends in educational administration. Following an introduction that reviews these trends--highlighting recent developments in California school finance--two central assumptions are stated: that regulated competition will provide better education than centralized bureaucracy; and that with the current reform movement focusing on the state level, local school boards are becoming obsolete intermediaries. The voucher plan presented in accord with these assumptions includes the following components: (1) weighted vouchers to encourage schools to accept disadvantaged students; (2) parent-elected, state-regulated boards of trustees to govern schools; (3) standardized formats for school publicity; (4) voluntary purchasing from regional service centers; (5) participation open to all schools conforming to state regulations; (6) freedom (within constitutional limits) for each school to set academic and disciplinary standards; (7) transportation vouchers; (8) some public boarding schools; and (9) community option to retain a traditional school district. Brief observations on the model's implications for tax allocation, collective bargaining, and the teaching profession complete the paper. (MCG)

ED 254 955 EA 017 621

Lynch, Patrick D.
Psychological Abuse of Children: Implications for Malpractice and Dismissals of Teachers.
PUB DATE- Apr 84
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Child Abuse; *Educational Malpractice; Elementary Secondary Education; *Legal Problems; Legal Responsibility; *Sexual Abuse; Sexual Harassment; Teacher Behavior; *Teacher Discipline; Teacher Dismissal; Teacher Evaluation; *Teacher Student Relationship; Torts; Verbal Communication
IDENTIFIERS- *Psychological Abuse

This article defines psychological abuse of students in school settings and describes legal aspects of the problem, particularly with respect to possible action in negligence. The following four categories of psychological abuse are examined: verbal abuse, refusal to communicate, physical acts (and sexual abuse) that cause psychological damage, and combinations of verbal and physical acts that cause psychological harm. The professional knowledge base of teacher verbal behavior is discussed as a condition for possible tort action or dismissal of teachers who intentionally or negligently abuse students psychologically. Finally, a cultural-professional-legal rationale for child abuse is discussed. (Author/DCS)

ED 255 001 EC 172 054

Powers, P. J.
The Effect of a Structured Special Education Service Program upon the Development of Effective Instructional Skills in University Students.

PUB DATE- Oct 84
NOTE- 37p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adapted Physical Education; College Students; Competency Based Teacher Education; *Disabilities; Elementary Secondary Education; Higher Education; *Individualized Education Programs; Practicums; Program Evaluation; Teacher Education

University undergraduate students (N=22) developed individualized education programs (IEPs) for handicapped (N=22) clients of all ages and levels of conditions in physical education and the IEPs were implemented for 24 weeks. A competency-based curriculum in Adapted Physical Education (I CAN) was used for both IEP development and resultant precision teaching. At the end of the quarter, IEPs were evaluated by the faculty teaching the associative courses. IEP composite evaluation data was based on a 215 point scale in seven areas. Development of IEPs were directed toward six basic goals areas of adapted physical education from I CAN which included: (1) locomotor skills, (2) object control, (3) body awareness, (4) body control, (5) fitness and growth, and (6) posture. There was a total of over 140 individual performance objectives for the six goal areas from which students could develop and implement IEP's. Each performance objective had been task analyzed into skill levels and focal points for precision teaching at the four skill levels. Results indicated that university students from various educational majors can, in fact, develop and implement appropriate IEPs for all ages and types of handicapped children. However, accomplishment of such is dependent upon a highly structured practicum experience in which students are given the opportunity to submit rough drafts and receive constructive input prior to the final IEP. (Author/CL)

ED 254 627 CE 040 782

Adult Education Research Conference. Proceedings (26th, Tempe, Arizona, March 22-24, 1985).
Arizona State Univ., Tempe.
PUB DATE Mar 85
NOTE- 339p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Adult Development; *Adult Education; Adult Learning; Adult Programs; Adult Students; Correctional Education; Delivery Systems; *Educational Practices; *Educational Research; Equal Education; Independent Study; Lifelong Learning; Middle Aged Adults; Midlife Transitions; Nonformal Education; Older Adults; Postsecondary Education; Student Characteristics

These proceedings contain the texts of the following 44 papers: "Adult Development in Midlife, Childless Women" (Rita Keneipp); "Analysis of the Relationship between Cognitive Style (Field Dependence-Field Independence) and Level of Learning" (Eugene Tootle); "Reconceptualizing Adult Education Participation" (Peter Cookson); "Adulthood: Definitions and Perspectives" (Breda Bova and Rebecca Phillips); "Educating Incarcerated Adults" (Rajendra Kumar Srivastava); "Self-Direction: A Clarification of Terms and Causes" (Robert Fellenz); "From Where We Came: A Critical Examination of Selected Historical Literature of Adult Education" (Burton Sisco); "Multiple Legitimate Uses of Research Processes in Adult Education" (James McElhinney); "A Fresh Look at Adult Development: Alternative Paradigms for Research" (Robert Bruce, Sharan Merriam, and Rosemary Caffarella); "Differences between Participants and Non-Participants in a Corrections Education Program" (William Dowling); "Adult Classroom Locus of Control" (Mary Jane Even); "Exporatory Examination of the Educational Delivery System for Adults in Greece" (Marcie Boucouvalas and Iris Drower); "Repertory Grid in Group Oriented Learning Situations" (Dan Pratt and Philip Candy); "Women in Their Thirties: The In-Between Generation" (Rosemary Caffarella and Stanley Freeman); "Development and Validation of an Instrument to Identify Self-Directed Continuing Learners" (Lorys Oddi); "Revolting Soldiers: The Origins of Education in the Armies of World War I" (Roger Boshier); "Microscope or Telescope: The Place of Metaphor in Adult Education Research" (Philip Candy); "Patterns of Persistence and Non-Persistence of Non-Traditionally-Aged Undergraduate Women" (Mary Ann Brenden); "Independent Learning and Reproduction of Inequalities" (Lena Borgstrom and Kjell Rubenson); "Acquisition of Information Resources by Informal Adult Learners" (Elaine McCreary); "Stalking the Elusive BOK in Adult Education" (Thomas Sork); "Changes in Role Identification among Inmate Learners" (Grant Clarke); "Cooperation to Improve Teaching at a Land Grant University" (Gary Conti and Robert Fellenz); "Adult Learning in a Resource Exchange Network" (Virginia Thompson); "Needs Assessment Methodology for Staff and Organizational Development" (Sheila Bohun); "Relevance of Hermeneutics for Research and Practice in Adult Education" (Adele Chene, Michael Collins, and Jean-Pierre Theil); "Study of Adult Education for Black People in Roxbury, Massachusetts 1900-1980" (Carrie Dickens); "Influence of Self-Concept as Learner on Participation Patterns of Adult Learners" (Deborah Goodman); "Historical Analysis of Correctional Education in Canada" (Margaret Owens); "Adult Education as Political Detoxification" (Stephen Brookfield); "Assessing the Impact of Adult Literacy Education" (Harlan Copeland, Greta Ploetz, and Mary Winterbauer); "Self-Directed Learning: A Conceptual Analysis" (David Little); "Visible Learning: Adult Education and the Question of Participation" (Sean Courtney); "Jurgen Habemas's Concept of Communicative Action and Its Implications for the Adult Learning Process" (Michael Collins); "Salient Childhood Experiences of (AHSN-Cs)" (Larry Martin); "Critical Analysis of Adult Learning Principles from a Self-Directed Learner's Perspective" (Claudia Danis and Nicole Tremblay); "World Impact of N. F. S. Grundtvig's Educational Ideas!" (Roger Axford); "Adult Education and Educational Equality" (A. Joyce Costin); "Evaluation of an Interactive, Language Experience Based Microcomputer Approach to Promote Functional Literacy" (Elaine Wangberg); "Relationship between Locus of Control and Value Orientations in Adult Learners" (Carroll Londoner, Fredric Linder, and David Bauer); "Adult Learners' Interactions with Learning Situations" (W. Louise Shores); "Hermeneutics and the Educational Narrative" (Adele Chene); "Factors in Attributions for Success and Failure among Anglo, Black, Hispanic and Native American Community College Students" (Mark Rossman and Stephen Powers); "Leisure Learning, Fitness and Activity Patterns among Older Adults" (John Collins); "Participation in Learning Activities by Active Older Adults" (James Fisher); and "Play and Playfulness in Adult Learning: Women's Perspectives" (Lanie Melamed). (MN)

ED 254 640 CE 040 825

Moreby, D. H.
Computer Literacy for UK Shipping Management Ashore and Afloat. A Summary. FEU/PICKUP Project Report.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-946469-97-0
PUB DATE- Jan 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Business Administration; Business Education; *Computer Literacy; Computer Oriented Programs; Continuing Education; Curriculum Development; *Educational Needs; Interviews; *Management Development; Needs Assessment; Postsecondary Education; Training; Workshops
IDENTIFIERS- *Shipping Industry; *United Kingdom

A study assessed the need of various levels of management in the shipping industry of the United Kingdom for computer literacy training. During the study, researchers interviewed managers in eight shipping companies identified as using computers, spoke with managers and consultants from five companies actively engaged in designing and installing computer systems in the shipping industry, and conducted pilot workshops involving some 70 serving ships' officers and 35 practicing shipping managers. Data collected from these individuals indicated that computers are currently used in many phases of the shipping industry, including voyage estimation and analysis, crew and personnel management, cargo and passenger booking and documentation, chartering, container operations and tracking, vessel maintenance, cargo operations, and shipboard training. Fear and misunderstanding of the function and impact of computerization of operations were found to exist at all levels of management. Recommendations were made for the provision of short-term training courses in computer literacy for managers both ashore and afloat. It was determined that senior managers be trained in assessing competing computerized systems in light of company needs, middle managers be trained in strategies for solving problems arising during implementation of new computer systems, and junior managers be trained in understanding operational applications of computers. (MN)

ED 254 653 CE 040 857

Brannon, Donald R.
Toward Excellence in Secondary Vocational Education: Using Evaluation Results. Information Series No. 294.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 44p.; For related documents, see CE 040 854-860.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (IN294--$4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Improvement; *Educational Quality; *Evaluation Criteria; *Evaluation Utilization; *Models; Program Effectiveness; Program Evaluation; State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS- *Discrepancy Analysis

Written for local, State, and Federal vocational educators, this publication discusses the feasibility of implementing recommendations from some recent evaluations of educational excellence. Criteria for estimating the appropriateness of evaluation findings are given, and recommendations are offered for creating an infrastructure among local, State, and Federal agencies to enhance utilization of evaluation findings. Section 1 explains the basic elements of excellence and evaluation using a three-step discrepancy analysis model. Attainment of excellence through the three stages of defining excellence, discrepancy identification, and discrepancy analysis is illustrated. Section 2 examines National studies in light of these elements of evaluation and excellence and presents highlights of some states' and localities' use of evaluation results, especially in vocational education. Section 3 introduces three approaches to organizing for excellence: centralized, partially decentralized, and decentralized. Attention is then given to program improvement structures. Organization of vocational excellence councils is explored, the value of information networks connected by computers is stressed, and role responsibilities of local administrators within a State improvement system are discussed. Section 4 provides background from within and outside vocational education on perceived necessities for interactively attaining and maintaining excellence through evaluations at local, State, and National levels. (YLB)

ED 254 678 CE 040 933

Lucas, Geoffrey S.
Non-Traditional Community-Based Rural GED Programming Outreach Efforts.
PUB DATE- 16 Apr 85
NOTE- 34p.; For a related document, see CE 040 934.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Students; *Community Programs; Cost Effectiveness; Delivery Systems; Educational Needs; Educational Practices; *High School Equivalency Programs; Needs Assessment; *Nontraditional Education; *Outreach Programs; Program Costs; Program Development; Program Effectiveness; Rural Areas; *Rural Education; State of the Art Reviews; Statewide Planning; Student Characteristics
IDENTIFIERS- *Pennsylvania

A study examined nontraditional, community-based rural General Educational Development (GED) programming outreach efforts in Pennsylvania. Data for the study were obtained through two computerized bibliographic searches, interviews and phone calls to the GED Testing Division of the Pennsylvania Department of Education, and from phone calls to the GED Testing Division in Washington, DC. These data indicated that rural adults want to play a role in both planning and directing adult educational programs. They want and need education and training that will empower them to be change agents within their respective communities; such training includes job training and retraining for members of both sexes and training targeted to meet the needs of women returning to the work force. Both family learning and community-based programs are needed. After analyzing several single- and multidimensional approaches to rural GED programming, it was recommended that planners of such programs in Pennsylvania do the following: develop comprehensive interorganizational community relationships and linkages, maintain a community education outlook, be willing to modify programming on an ongoing basis to respond to everchanging community needs, and maintain a constant awareness of future funding considerations. (MN)

ED 254 693 CE 040 969

Low Voltage Alarm Apprenticeship. Related Training Modules. 29.1-29.5 Drawing.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 87p.; For other apprenticeship documents related to this trade, see CE 040 962-968. For pre-apprenticeship documents on drawing (using many of the same modules), see ED 217 275-278. Many of the modules are duplicated in CE 040 973.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Alarm Systems; *Apprenticeships; Behavioral Objectives; *Blueprints; *Drafting; Freehand Drawing; Individualized Instruction; Job Skills; Learning Modules; Orthographic Projection; Postsecondary Education; *Trade and Industrial Education

This packet of five learning modules on drawing is one of eight such packets developed for apprenticeship training for low voltage alarm. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a check list of steps the student should complete), a vocabulary list, an introduction, information sheets, assignment sheet, job sheet, self-assessment, self-assessment answers, post-assessment, instructor post-assessment answers, and a list of supplementary references. Supplementary reference material may be provided. The five training modules cover types of drawings and views, blueprint reading/working drawings, scaling and dimensioning, sketching, and machine and welding symbols. (YLB)

ED 254 798 CG 018 085

Pellegrino, Joseph C.
Effective Development of Sequential Stages of Group Cohesiveness.
PUB DATE- Oct 84
NOTE- 29p.; A paper presented to the faculty of the Alfred Adler Institute of Chicago. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Client Relationship; Group Dynamics; *Group Therapy; *Group Unity; Leadership Responsibility; *Psychotherapy; Role Models; *Role Perception; Selection; Self Disclosure (Individuals); *Therapists

Group cohesiveness in psychotherapy is defined as the dynamic process that incorporates the multifactors that establish and maintain members in the therapy group. The development of group cohesiveness and the role of the therapist can be divided into five stages. In the first pregroup stage, the therapist must select clients and prepare them for group therapy. In the second stage of group cohesiveness the group is created and maintained. The therapist now serves as both technical expert and model-setting participant for group members. In stage three, when group members begin discussing sensitive matters and behaviors, the therapist must contend with hostility and transference. In stage four, facilitating self-disclosure and closeness, the therapist strives to foster the therapy process, deals with problems, makes observations, and encourages open discussion and analysis of group activities. In the final stage, termination of therapy, it is the therapist's responsibility to remind clients of their impending termination, to focus transfer of learning, and to encourage risk-taking outside the group. By focusing attention on the phases of group cohesiveness as a dynamic process within the process of group psychotherapy, the therapist can enhance the possiblity of achieving group cohesiveness more quickly, increasing it, and maintaining it at a high level. (NRB)

ED 254 840 CS 007 970

Paris, Scott G.
Teaching Children to Control Their Reading Comprehension Skills, May 5, 1982-June 30, 1984. Final Report.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 102p.
GRANT- NIE-G-82-0019
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Enrichment; *Curriculum Evaluation; Elementary Education; Grade 3; Grade 5; Reading Achievement; Reading Attitudes; Reading Comprehension; Reading Improvement; *Reading Instruction; *Reading Research; *Reading Strategies
IDENTIFIERS- *Informed Strategies for Learning

The development and evaluation of Informed Strategies for Learning (ISL), an experimental curriculum to enhance children's reading comprehension, are described in this report. The report opens with a summary of the project, in which 20 modules--each focusing on a different strategy--were designed and 60 lesson plans were developed. This section also summarizes the evaluation results, which indicated that children in the experimental classes showed significant advantages over control subjects on measures of cloze performance, error detection, and metacognition, and many significant differences due to age and reading ability. The chapters in the body of the report discuss (1) the need for instruction in reading strategies, (2) the history of ISL, (3) how ISL can improve children's metacomprehension and reading comprehension, (4) how ISL can improve literal and inferential comprehension, (5) the project's exploration of the relationship between children's reading performance and reading attitudes, (6) the project's exploration of children's perceived reading competence and reading performance, and (7) the effects of ISL on children's use of context as a reading strategy. (HTH)

Comprone, Joseph J.

Literary Theory and Composition: Creating Communities of Readers and Writers.

PUB DATE- Mar 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at .." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Observation Techniques; *Content Area Writing; Higher Education; Learning Theories; *Literary Criticism; Literature Appreciation; Oral Interpretation; Researchers; *Student Reaction; *Teacher Attitudes; Teacher Improvement; *Writing Processes; Writing Skills
IDENTIFIERS- *Literary Theory; *Reading Writing Relationship

A theory of interpretation developed from the composition scholar's reading and revision of literary theory can effectively serve as a core theory in writing across the curriculum programs. For example, recent composition theory, with its emphasis on close study of students' texts and the process of their writing, provides the writing teacher with the practical means of decomposing student writing so that students' half-formed and half-expressed intentions can be mapped on to later drafts, or so that they can become the subject of new writings altogether. Further, the emphasis on using writing as a means of discovering and clarifying ideas is the writing teacher's way of acknowledging the literary theorist's attention to psychological and social transformation through literary language. In addition, the methods of composition researchers who have systematically studied classroom methods and student responses and performance can add an empirical methodological dimension to literary theory that it now lacks. Writing theorists, through literary theory, can come to understand writing as a means to the greater end of interpretation. Literary theorists, with the help of writing theory, can come to understand the place writing has in the context of interpretation. Such a reconceptualization will help content area teachers see writing as an act in a unified, interpretative event. (HOD)

ED 254 913 EA 017 574

Martin, David S.; Saif, Philip J.
Curriculum Change from the Grass-Roots.
PUB DATE- Jun 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Chicago, IL, March 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption (Ideas); *Change Strategies; *Curriculum Development; Curriculum Guides; Elementary Secondary Education; Laboratory Schools; *Participative Decision Making; *Teacher Participation
IDENTIFIERS- Kendall Demonstration Elementary School DC

The key to successful curriculum reform is a broad-based, systematic decision-making process directed by teachers. Common approaches to curriculum development are haphazard and tend to produce superficial change. An approach that gives teachers a personal and professional stake in its results, however, can generate fundamental and lasting reforms. Following introductory passages, a 3-year curriculum development model based on the above concept is outlined step by step. Important features of the model are three teacher-administrator curriculum committees; advice from teachers at large, the community, and professional consultants; pilot testing by specially trained teachers; formative and summative evaluation; and an unspecified mechanism for sustaining the reforms achieved. A case study traces the application of this model in a laboratory school and reports the results achieved to date. A 14-item bibliography is included. (MCG)

ED 254 615 CE 040 118

Ferqueron, Margaret

Educating for the Future: The Effects of Some Recent Legislation on Secondary Vocational Education. State-of-the-Art Paper.

Tennessee Univ., Knoxville. Office for Research in High Technology Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Dec 84

NOTE- 60p.; For related documents, see CE 040 115-126. Product of the "High Technology Education: A Program of Work" Project.

CONTRACT- 300-83-0176

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Basic Skills; Competency Based Education; Educational Legislation; *Employer Attitudes; Futures (of Society); Graduation Requirements; Industry; *Minimum Competencies; *Minimum Competency Testing; *Required Courses; School Business Relationship; Secondary Education; *State Legislation; State of the Art Reviews; *Vocational Education

Many states have mandated two possibly far-reaching legislative reforms within secondary vocational education: minimum competency requirements and increased course requirements for graduation. Most legislated educational reforms include only selected aspects of competency-based systems, primarily the specification of and testing for minimum competencies in reading and mathematics. The minimum competency movement often becomes a testing movement because testing is the most immediate way for legislators to satisfy the public. A particular danger in testing is that its advocates may have two different understandings of its purpose--accountability versus effectiveness. Because more state tests focus on basic language and computational skills, they may affect instruction by narrowing the curriculum. The increase in required courses may deny students a vocational track because they have fewer electives. School personnel may not be given sufficient time to develop plans to substitute vocational courses for academic requirements. Both reforms involve the issue of what constitutes a proper education for today's technological society. Within business and industry, two apparently contradictory factions have emerged. One group emphasizes vocational education, career education, and basic skills; the other emphasizes a strengthened liberal arts curriculum. Both advocate, ultimately, specialized knowledge as well as employability skills. (YLB)

ED 254 666 CE 040 893

Seidman, Peter F.

Where We've Been in Vocational Education Research: A "Geologic Survey."

PUB DATE- 4 Apr 85

NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Articulation (Education); Career Development; Content Analysis; Curriculum Development; Demography; Demonstration Programs; Educational Change; *Educational Research; Education Work Relationship; Employment Patterns; Equal Education; *Federal Aid; Information Dissemination; Job Training; Labor Market; Personnel; Postsecondary Education; *Private Financial Support; Program Evaluation; *Research and Development; Research Design; Research Methodology; Research Projects; Secondary Education; Student Characteristics; Student Needs; Teacher Characteristics; Teaching Methods; Trend Analysis; *Vocational Education; Work Environment

IDENTIFIERS- Special Needs Students

A study examined vocational education research and development (R&D) during the period from 1963 to 1983. Individually funded and government-funded R&D efforts in the following 15 categories were compared: career development and guidance, special populations, students, personnel, instructional techniques, curriculum development, demography, equity, labor market supply and demand information, administration, evaluation of vocational education programs, job site, employment and training, articulation, and dissemination and demonstration. Relative frequencies of R&D efforts in each of these categories, referred to as "level of effort" (LOE), were calculated for each year. Graphic comparison of the LOEs of each of the 15 categories revealed that in 14 of the 15 categories, over 50 percent of the data entries fall at or below the 11 percent mark. In seven of the categories, over 50 percent of the data entries showed zero R&D activity. Indirect evidence from the study supported the contention that Federal regulatory processes contribute to the short life of R&D trends. This conclusion seemed to be particularly supported by the data concerning the years 1971 through 1974. (Graphs comparing the government and individual LOEs in each of the 15 categories are appended.) (MN)

ED 254 710 CE 040 986

Stationary Engineers Apprenticeship. Related Training Modules 16.1-16.5 Combustion.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 85p.; For related documents, see CE 040 971-990. Many of the modules are duplicated in CE 041 000.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Energy; Energy Occupations; Equipment Maintenance; Equipment Utilization; *Fuels; Job Skills; Job Training; Learning Modules; Postsecondary Education; *Power Technology; *Trade and Industrial Education
IDENTIFIERS- *Combustion; *Stationary Engineering

This learning module, one in a series of 20 related training modules for apprentice stationary engineers, deals with combustion. Addressed in the individual instructional packages included in the module are the following topics: the combustion process, types of fuel, air and flue gases, heat transfer during combustion, and wood combustion. Each instructional package in the module contains some or all of the following: a lesson goal, performance indicators, a study guide, a vocabulary list, an introduction, instructional text, an assignment, a job sheet, a self-assessment activity, a post-assessment instrument, answers to the post-assessment instrument, and a list of recommended supplementary references. (MN)

ED 254 742 CE 041 042

Peterson, James R.
Energy and Water Conservation Curriculum Development in Irrigation Technology for the Pacific Northwest. Final Report.
Walla Walla Community Coll., Wash.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 28 Dec 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agronomy; Community Colleges; *Conservation (Environment); Conservation Education; *Course Content; *Curriculum Development; Ecology; Educational Resources; *Energy Conservation; Environmental Education; Land Use; Natural Resources; Soil Conservation; Two Year Colleges; *Units of Study; *Water Resources
IDENTIFIERS- *Irrigation Systems

This project was conducted to develop curriculum materials for classes in energy and water conservation for the Irrigation Technology Program at Walla Walla Community College. To develop the curriculum, the principal investigator read and analyzed materials on the subjects of water and energy conservation, participated in a short course on drip irrigation, contacted businesses in the West to discuss the practices used for water and energy conservation, and attended the 1984 International Irrigation Exposition and Conference. The final result was the development of two new three-quarter credit classes titled "Drip Irrigation" and "Water and Energy Conservation." It was found that there was a large demand from the irrigation industry for people with a background in energy and water conservation, so the classes were designed to supply those needs. In the future, sections of the classes will be used as short seminars. (Outlines of the two courses and a list of resources used are included as appendixes to this report.) (KC)

ED 254 756 CE 041 342

McGrail, Janet

Adult Illiterates and Adult Literacy Programs: A Summary of Descriptive Data.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Network of Innovative Schools, Inc., Andover, Mass.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 29p.; For related documents, see ED 253 772-776 and CE 041 341-344. Prepared for the National Adult Literacy Project.
CONTRACT- 400-83-0056
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; *Adult Reading Programs; Community Programs; Correctional Education; *Enrollment Rate; *Illiteracy; Individual Characteristics; Inplant Programs; Military Schools; *Participant Characteristics; Participation; Postsecondary Education; State Programs; Volunteers
IDENTIFIERS- Adult Education Act 1966; National Adult Literacy Project

A portrait of illiterates and literacy programs in the United States in the 1980s is derived from this summary of the most up-to-date, valid information that could be obtained from a literature review. The first section on adult illiterates identifies data sources, numbers of illiterates, and characteristics of the five main groups (the elderly, minorities, the poor, the unemployed, and Southern and rural residents). The next section includes these categories of adult literacy programs: state administered under the Adult Education Act, volunteer, community based, correctional, military, business and industry, Federal occupational training, and college and university. For each program area, available information is presented on program characteristics, numbers of participants, participant characteristics, and other factors such as persistence in program, reasons for quitting, and benefits derived. Finally, some recommendations are made regarding the future collection and analysis of descriptive data on illiterates and literacy programs. (SK)

ED 254 770 CG 018 055

Sutton, John M., Jr.; Southworth, Robert S.

A Survey of the Professional Development Activities of School Guidance Counselors in the State of Maine: Analysis and Recommendations.

University of Southern Maine, Gorham.
PUB DATE- 84
NOTE- 27p.; Prepared in the Department of Human Resource Development.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- *Counselor Training; Higher Education; Individual Needs; *Professional Development; *School Counselors; State Surveys
IDENTIFIERS- *Maine

An awareness of the present and future training needs of practicing school guidance counselors could be very useful for faculty of counselor education programs. To determine what type of training Maine counselors desired and needed, the University of Southern Maine had 302 school counselors complete questionnaires assessing their professional development needs. Survey results were divided into four sections: biographical information, current professional development activities, future training needs, and miscellaneous counselor interests. Responses showed that Maine school counselors are relatively young (81 percent are in their 40s or younger), and that they participate in few professional activities. They indicated interest in many training topics (small group and substance abuse counseling were most frequently listed), and a variety of training formats. (Recommendations based on survey results are listed for the University of Maine counselor education programs, the Maine Department of Education, the Maine Personnel and Guidance Association, and for all counselor education units. The survey instrument is included.) (BH)

ED 254 812 CG 018 099

Title IV, Missing Children's Assistance Act. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 4971 to Amend the Juvenile Justice and Delinquency Prevention Act of 1974 to Authorize Appropriations for Fiscal Years 1985 through 1989, and for Other Purposes. (Hearing Held in Chicago, Illinois, April 9, 1984).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 85

NOTE- 462p.; Some pages are marginally legible because of small print. For related documents on the Missing Children's Act, see ED 235 399 and CG 018 033.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adolescents; Child Custody; Children; *Educational Needs; Family Problems; *Federal Aid; *Federal Legislation; *Federal State Relationship; Hearings; Law Enforcement; Runaways; Sexual Abuse; *Victims of Crime

IDENTIFIERS- Abductions; Congress 98th; *Missing Children

This document provides witness testimony and prepared statements from the Congressional hearing called to determine if the federal government, through the proposed legislation, can help in locating missing children and in assisting their families. The text of H.R. 4971 is given and is followed by statements from directors and representatives of various missing children organizations, an investigative reporter, and law enforcement personnel involved in missing children investigations. The need for national pooling of information; federal leadership, direction, and coordination in dealing with missing children; and federal assistance to now-fragmented state and local services are emphasized. The need for education is stressed and federal efforts to train and educate police officers, assist and counsel parents, collect data, and educate children on how to resist child molesters and abductors are considered. Ideas for involvement of the private sector are suggested. A guide to prevent abduction, pamphlets from organizations concerned with missing children, and numerous newspaper and magazine articles related to the topic of missing children are contained in the appendix. (NRB)

ED 254 826 CS 007 948

Lewis, Janice
Support for Reading and Writing as Shared Developmental Processes.
PUB DATE- Mar 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Western College Reading and Learning Association (18th, Denver, CO, March 28-31, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Integrated Activities; *Language Processing; Learning Processes; *Learning Theories; Literature Reviews; *Reading Instruction; Research Utilization; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Reading Writing Relationship; Theory Practice Relationship

While reading and writing are both language processes and a natural relationship between the two could be assumed, they have generally been studied and taught separately--one as a production process and the other as a reception process. There has recently been increased interest in the relationship in the education community. The source of this interest seems to be changed conceptualizations of the knowledge required and the thinking involved in both processes. Attempts to describe the relationship are still fragmented, but some cogent theories have been formed. One of these theories is that both reading and writing are meaning composing processes, and the other theory is that experience in one process has an impact on the other. Research studies either have been correlational or have sought to examine the impact of one process on the other. Research results suggest that there are some benefits from teaching reading and writing together, provided instruction is given in both with the intent of building on their similarities. Results have also shown that replacing isolated grammar study with reading in a writing class is beneficial. A review of existing research might lead to the conclusion that there is theoretical and empirical support for teaching reading and writing together. It is important to remember, however, that there is not yet a comprehensive description of the relationship between the two and that much more research needs to be done. (FL)

ED 254 870 CS 504 824

Marklund, Inger, Ed.; Hanse, Mona-Britt, Ed.
Media Panel. Project No. 6326.
National Swedish Board of Education, Stockholm.
PUB DATE- Nov 84
NOTE- 17p.; For related documents, see ED 172 775 and ED 172 781.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTORS- *Age Differences; *Behavior Patterns; Elementary Secondary Education; Foreign Countries; Influences; Longitudinal Studies; *Mass Media; *Mass Media Effects; *Media Research; Music; Sex Differences; *Television Viewing; Videotape Cassettes
IDENTIFIERS- *Media Use; Sweden

The Swedish Media Panel is a research program about children and young persons and their use of mass media. The aim of the ten-year (1975-1985) project is to explain how media habits originate, how they change as children grow older, what factors on the part of children themselves and in their surroundings may be connected with a certain use of the media and, finally, what consequences this may have. The main emphasis of the program is on television, but the use of radio, film, music, books, and the daily and weekly press is also studied. Data collected thus far (1976, 1978, 1980, and 1984) from 1,750 school children have indicated the following: (1) it is becoming more common for Swedish children to start watching television when they are three years old, with viewing slowly increasing until it peaks at upwards of two hours a day between the ages of 10 and 12; (2) boys invariably spend more time in front of television then girls; (3) television is the dominant mass medium where younger children are concerned; (4) at age 15 or 16 children watch less television than at any other period of life, turning from television to music of various kinds; (5) students prefer to use video recorders to play back rented cassettes; (6) the more time parents spend watching television, the more time children spend doing the same; and (7) children who are heavy television consumers tend more than others to be regarded as disruptive. (HOD)

ED 254 885 CS 504 868

Johnson, J. David

An Exploratory Investigation of the Interrelationships between Physical Structure, Response Satisfaction, and Work Dependency.

PUB DATE- Feb 85

NOTE- 30p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers. "Papers Presented at..." (150)

DESCRIPTORS- *Communication Research; *Employee Attitudes; *Employer Employee Relationship; Information Sources; *Interpersonal Communication; Interpersonal Competence; Job Satisfaction; *Organizational Communication; *Physical Environment

A study examined the interrelationships among communicative response satisfaction (positive affective tone associated with an information source), communicative work dependency (the degree to which individuals perceive that they rely on others for the accomplishment of tasks), and physical structure (aspects of design that regulate social interaction in organizations). Data were gathered from 86 workers in a large retail store by means of a newtork analysis instrument, a battery of dyadic communication questions, and a proximity questionnaire. In general, the results demonstrated the complex nature of the interrelationships among the variables and suggested implications for the development of a concrete understanding of organizational communication. (FL)

ED 254 928 EA 017 592

Kimball, George H.; And Others

Aptitude-Treatment Interactions in Student Achievement: Implications for Program Policy Decisions.

PUB DATE- Mar 84
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aptitude; *Achievement Gains; Achievement Tests; Analysis of Covariance; Economically Disadvantaged; Educationally Disadvantaged; *Educational Status Comparison; Elementary Secondary Education; *Federal Legislation; *Federal Programs; Mathematics Achievement; Pretests Posttests; *Program Effectiveness; Reading Achievement; School Statistics; Test Results
IDENTIFIERS- California Achievement Tests; *Elementary Secondary Education Act Title I; Oklahoma City Public Schools

This study was conducted to determine whether the Chapter 1 instruction provided to low-achieving students in the Oklahoma City Public Schools had a detectable effect on student academic growth. Reading and math achievement test scores of Chapter 1 students in grades 2 to 8 were compared with those of a matched group of low-achieving non-Chapter 1 students over 2 years (1981-82 and 1982-83). Chapter 1 students were provided with 30-50 minutes per day of extra remedial instruction in reading or math, and the achievement of both groups was measured by the California Achievement Test (CAT). An Analysis of Covariance (ANCOVA) procedure was used to address aptitude-treatment interaction (ATI) questions of whether Chapter 1 treatment affected students differently, depending on their pretreatment achievement standing. Results, portrayed by a series of graphs and tables, indicate that for nearly all grades, 23 out of 28 within-grade comparisons showed slope differences in the same direction. These results indicate that initially lower achievers benefit more from Chapter 1 treatment than initially higher achievers. Implications of these findings for Chapter 1 selection criteria are discussed. (TE)

ED 254 942 EA 017 607

Thomas, Stephen B.
Legal Issues in Special Education.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 85
NOTE- 81p.
AVAILABLE FROM- Publication Sales, National Organization on Legal Problems of Education, 3601 S.W. 29th, Suite 223, Topeka, KS 66614 ($14.50 plus $1.50 postage and handling, prepaid; actual postage and handling charges will be added to purchase orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Athletics; Board of Education Policy; *Court Litigation; *Disabilities; Discipline Policy; Due Process; Elementary Secondary Education; *Equal Education; Expulsion; Individualized Education Programs; *Legal Problems; Mainstreaming; Minimum Competency Testing; Physical Education; School Law; Special Education; Student Participation; Student Records; *Student Rights; Suspension
IDENTIFIERS- Education for All Handicapped Children Act; Fourteenth Amendment; Rehabilitation Act 1973 (Section 504)

Handicapped students are now protected by specific statutes in addition to the broad constitutional protection offered all students. As the number of related statutes, regulations, and case law decisions grew, assimilation became increasingly difficult. This publication attempts to meet educators' need for a succinct guide in special education law. The first chapter presents the historical background and summarizes the three most important "laws" affecting handicapped children: the Fourteenth Amendment; section 504 of The Rehabilitation Act of 973; and The Education of the Handicapped Act, as amended by Public Law 94-142. Chapter 2 discusses the controversies over handicapped students regarding identification, evaluation, individualized education program (IEP) preparation, placement, and procedural safeguards. The topic of chapter 3 is federal law compliance in the matter of student records--access rights, accessible records, and amending records--along with policy requirements for school boards. When and how handicapped students may be disciplined by school officials is examined in chapter 4. Legal issues, in regard to minimum competency testing, that affect handicapped students are discussed in chapter 5. The final chapter discusses physical education and sports participation by handicapped students. A table of cases precedes the main body of the book, and an index is appended. (Author/MLF)

ED 254 956 EA 017 622

Mendler, Allen
High Standards for Effective Discipline.
PUB DATE- Jan 85
NOTE- 6p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (69th, New Orleans, LA, January 25-29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Aptitude Treatment Interaction; Classroom Communication; Classroom Environment; *Discipline; Elementary Secondary Education; Student Motivation; Teacher Behavior; *Teacher Effectiveness; Teacher Influence; Teacher Response; Teacher Responsibility; Teacher Role; *Teacher Student Relationship

This speech addresses the relation of effective discipline to the pursuit of academic excellence in schools. The proposed blend of specific strategies, methods, and ways of being conducive to excellence is characterized as "three dimensional discipline." This approach involves: (1) listening to what students are thinking and feeling; (2) clearly defining behavioral and academic expectations, with student involvement in the development of these expectations; (3) becoming proficient with the verbal and nonverbal nuances of communication to avert power struggles; (4) maintaining high expectations for all students and refusing to accept irresponsible behavior; (5) occasionally acting in a manner inconsistent with others' perceptions; (6) becoming familiar with research on classroom arrangement, learning styles, lesson pacing, and the various theories of discipline; (7) regarding discipline as problem prevention; and (8) providing instruction at a level where high success is attainable by each student. (TE)

ED 254 986 EC 172 037

Dixon, Margaret Electa

Questioning Strategy Instruction Participation and Reading Comprehension of Learning Disabled Students.

Arizona Univ., Tucson. Dept. of Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 83
NOTE- 137p.; Ph.D. Dissertation, University of Arizona.
GRANT- G008202521
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Inservice Teacher Education; Intermediate Grades; *Learning Disabilities; *Questioning Techniques; *Reading Comprehension; *Reading Instruction; Resource Teachers; Teacher Workshops

Ten randomly selected resource teachers participated in a five-weekend workshop course on questioning strategies, designed to help them ask higher cognitive level questions. Students were 60 learning disabled fifth and sixth graders with reading difficulties. A mini-computer collected observational data reflecting student-teacher interaction (discussion) following the reading of a narrative story. Techniques taught to the students focused on oral discussion. Written comprehension tests were administered before and after the workshops as well as 1 month after. Results indicated significant differences between workshop teachers and control group; workshop teachers asked significantly higher level questions. Students responded with higher level answers. There was no difference between the two groups in their performance on written comprehension tests, suggesting the difficulties LD students have transferring oral skills to written tasks. (Author/CL)

ED 254 727 CE 041 003

Millwright Apprenticeship. Related Training Modules. 13.1-13.2 Air Compressors.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 104p.; For related documents, see CE 040 991-041 007. Many of the modules are duplicated in CE 040 989.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Energy Occupations; *Equipment Maintenance; *Equipment Utilization; Individualized Instruction; Industrial Personnel; Job Skills; Learning Modules; *Machine Tools; Postsecondary Education; Power Technology; *Trade and Industrial Education
IDENTIFIERS- *Air Compressors; *Millwrights; Power Plant Operators; Power Tools

This packet of two learning modules on air compressors is one of six such packets developed for apprenticeship training for millwrights. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a check list of steps the student should complete), a vocabulary list, an introduction, information sheets, assignment sheet, job sheet, self-assessment, self-assessment answers, post-assessment, instructor post-assessment answers, and a list of supplementary references. Supplementary reference material may be provided. The two training modules cover types of air compressors and their operation and maintenance. (YLB)

ED 254 785 CG 018 070

Wood, Barbara L.
The COA Therapist: When the Family Hero Turns Pro.
PUB DATE- 82
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Alcoholism; Child Role; *Counselor Client Relationship; Family Problems; Helping Relationship; *Identification (Psychology); Psychological Patterns; Role Conflict; *Role Perception; *Therapists
IDENTIFIERS- *Adult Children

To defend against the instability and dishonesty of his family life, the child of an alcoholic parent may adopt the role of the hero--a highly conforming, highly achieving "good child" who seeks to redeem his family and himself through his accomplishments. Children of alcoholics adhere to their childhood roles as adults and may even create an adult environment that reinforces those roles. A family hero may choose to become a therapist working with chemically dependent or co-dependent clients. These heroic therapists often bring a great capacity for empathy to their work with chemically dependent individuals and families, and the therapists' will to restore can become the basis for hope, compassion, courage, and perseverance. However, this will to restore may also operate as a compulsive, destructive force. In order to accomplish the goals of therapy, therapists who are also family heroes must examine their own reactions to the emergence of deep feelings and contend with the will to restore, which may divert therapy from its beneficial course and reproduce the inhibiting conditions of the alcoholic home. (NRB)

ED 254 899 EA 017 547

Zakariya, Sally Banks; Steller, Arthur, Ed.
Effective Instructional Management.
American Association of School Administrators, Arlington, Va.
PUB DATE- 83
NOTE- 121p.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00838; $12.95 plus $2.50 shipping and handling; quantity discounts; orders of $20.00 or less must be prepaid).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Administrator Role; *Educational Assessment; Educational Objectives; *Educational Planning; Elementary Secondary Education; Instruction; *Instructional Development; Instructional Improvement; Models; Outcomes of Education; *Program Evaluation; *Teacher Role
IDENTIFIERS- *Instructional Leadership; *Instructional Management Systems

Effective instructional management processes come in many guises, but all share four essential components: (1) a set of educational goals toward which progress can be measured; (2) a means of assessing students' instructional needs and determining placement and grouping; (3) an organizational structure and instructional delivery process capable of providing alternatives and flexible uses of resources; and (4) a method for monitoring progress toward goals. This handbook discusses these components and their implications for effective education and suggests the procedures by which school districts can implement them. Among the specific topics addressed are (1) planning, including selecting planners, ensuring commitment to systematic planning, and establishing agreement on definitions, philosophies, and direction; (2) assessing and prioritizing instructional needs in such areas as school climate, management practices, and instructional subject areas, and setting goals to meet them; (3) obtaining effective leadership from administrators, staff members, teachers, and parents; (4) teaching effectively within an instructional management framework; (5) evaluating the program, its application, and its results; and (6) working toward consensus concerning the purposes of education. Throughtout the book, the experiences of several school districts using instructional management serve as illustrations or provide models for reader consideration. (PGD)

ED 254 971 EC 172 022

Avraham, Yakov
Special Tutoring Program with Maladjusted Children and Adolescents.
PUB DATE- Apr 84
NOTE- 17p.; Paper presented at the Conference of A.E.D.E.S. (Asociacion Espanola para la Educacion Especial) Spanish Association for Special Education (Madrid, Spain, April 25-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjustment (to Environment); *Emotional Disturbances; Foreign Countries; Interpersonal Competence; Peer Relationship; *Tutoring
IDENTIFIERS- Israel; *Kibbutzim

The paper describes a special education tutoring approach to maladjusted pupils in the Israeli Kibbutz. Following an overview of the Kibbutz way of life and the characteristics of maladjusted children, the paper examines ways in which the environment can be reorganized to minimize conflicts and help pupils grow up in a more cordial atmostphere. The tutoring program involved 40 Kibbutz children (10-16 years old) and was designed to reintegrate them into school and help them establish personal relationships with peers and adults. A member of the Kibbutz was designated as a tutor to help carry out individual programs and conduct periodic progress monitoring. The expansion of remedial activities under the tutor's control enables a broad treatment of problems to be carried out. Through individual adaptation and by the child's involvement in the work program, learning motivation can be increased and more proper behavior patterns can be formed. (CL)

ED 255 002 EC 172 055

GIFTS: Gateway to Instruction for Talented Students. Senior High School Program.

Granite School District, Salt Lake City, Utah.

PUB DATE- Oct 84

NOTE- 21p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984). Developed by the Office of Instructional Services.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Acceleration (Education); *Enrichment; *Gifted; High Schools; Program Descriptions; Program Development

The paper describes the background and development of a high school gifted and talented program. The GIFTS program balances acceleration and enrichment plus guided investigation. Identification sequences are listed, followed by a delineation of program components (organizational patterns, curriculum, instruction). Three curricular foci are noted: learning theories and giftedness, individual development, and approaches (including problem solving, interests and issues, and mentors). Rotation through the curriculum is accomplished in three years. (CL)

ED 254 641 CE 040 826

Computer Based Learning in FE. A Staff Development Model. A Staff Development Publication.

Further Education Unit, London (England).

REPORT NO.- ISBN-0-946469-03-2

PUB DATE- Jan 85

NOTE- 61p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)

DESCRIPTORS- *Adult Education; Classroom Techniques; *Computer Assisted Instruction; Glossaries; Inservice Teacher Education; *Instructional Materials; Material Development; *Models; Postsecondary Education; *Program Content; Program Development; Staff Development; Technical Education; Vocational Education; Vocational Education Teachers

IDENTIFIERS- United Kingdom

This booklet describes the development and content of a model staff development pack for use in training teachers to incorporate the techniques of computer-based learning into their subject teaching. The guide consists of three parts. Part 1 outlines the aims and objectives, content, and use of the pack. Described next are seven curriculum samples dealing with the following subject areas: biology, business studies, catering [illegible], construction, engineering, motor vehicle simulation, and theodolite simulation. Part 3 discusses the aims, development, field testing, and regional and institutional implications and impacts of the model. Appendixes to the booklet include lists of various persons involved in developing the packages, lists of regional Further Education Unit (FEU) regional curriculum bases and FEU local information centers in Great Britain from which the packs may be obtained, and a glossary. (MN)

ED 254 654 CE 040 858

Daniels, M. Harry; And Others
Toward Excellence in Secondary Vocational Education: Developing Pretechnical Curricula. Information Series No. 295.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 57p.; For related documents, see CE 040 854-856 and CE 040 859-860.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (IN295--$5.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Career Change; Criteria; *Curriculum Development; *Models; *Prevocational Education; Problem Solving; Secondary Education; *Transfer of Training; Vocational Education
IDENTIFIERS- Excellence in Education; *Generalizable Skills; *Transition Skills

This publication provides curriculum developers with a model of a pretechnical curriculum with special emphasis on human factors at the workplace. Section 1 describes this model, the focus of which is self-empowerment, which in turn is related to an individual's mastery of three categories of interrelated skills and knowledge: generalizable, transition, and problem-solving. Section 2 summarizes predictions about the future of work and the needs of employers. The implications of these predictions are identified. Section 3 provides criteria for building a pretechnical curriculum that will be responsive to both the needs of employers and employees. These criteria are utility, personal options, transferability, and psychosocial value. Sections 4 and 5 describe transition skills and problem-solving skills and their applications. Models for handling transitions and for problem solving are provided. Section 6 describes how the pretechnical curriculum may be implemented in the schools. Topics include responsibilities of academic and vocational educators, an implementation structure, responsibility for teaching generalizable skills, an instructional strategy for vocational educators, and resources and guidelines for implementation of the transition model. (YLB)

ED 254 679 CE 040 934

Kimmel, Harold S.; Lucas, Geoffrey S.
Project GRADS (Grass Roots Alternative Diploma Study).
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 30 Jun 84
NOTE- 226p.; For a related document, see CE 040 933.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Community Programs; County Programs; Delivery Systems; *Distance Education; Educational Practices; *High School Equivalency Programs; Instructional Materials; Learning Activities; Models; Nontraditional Education; *Outreach Programs; Program Development; Program Effectiveness; Program Implementation; Records (Forms); Rural Areas; *Rural Education
IDENTIFIERS- 310 Project; *Project Grass Roots Alternative Diploma Study

A project to develop grass roots alternative diploma study (Project GRADS) was undertaken for the purpose of formulating and implementing a multimodal, systems approach to preparing rural adults to pass the General Educational Development (GED) Tests. During the year-long, countywide program, GED programming was developed and delivered via the local public information television channel, videotaped lessons available for home use on videocassette records and televisions, regular GED study lessons published daily in the local newspaper, counseling and tutoring programs, and small group community-based study sites. By the end of the project, close to 400 residents of Huntingdon County, Pennsylvania participated in the outreach program. Included among the program participants were inmates from the nearby county and State prisons, elderly persons, unemployed and underemployed individuals, Headstart mothers, and youths with a history of delinquent activity. It was concluded that the project can serve as an effective model of rural GED preparation programming. (Appendixes to this report include various project news releases, sample forms, copies of the 23 project lessons printed in the local newspaper, and the text of a report entitled "A Comparative Study of General Educational Development Test Preparation Strategies" by Priscilla S. Carman.) (MN)

ED 254 694 CE 040 970

O'Brian, Benjamin H.

A Survey of the Aircraft Maintenance Industry to Solicit Perceptions Regarding the Effectiveness of Recent Graduates of F.A.A. Approved Maintenance Schools.

PUB DATE- Apr 85
NOTE- 56p.; Master's thesis, Southern Illinois University. For a related document, see ED 222 774.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); *Aviation Mechanics; *Educational Needs; *Education Work Relationship; Employer Attitudes; Equipment Maintenance; Graduates; Graduate Surveys; Job Performance; National Surveys; *Outcomes of Education; Postsecondary Education; Program Content; Program Effectiveness; Questionnaires; *School Effectiveness; Teacher Effectiveness; *Technical Education; Vocational Followup
IDENTIFIERS- Employer Surveys

A study examined the perceptions of employers in the aircraft maintenance industry regarding the effectiveness of recent graduates of Federal Aeronautics Administration (FAA)-approved maintenance schools. Of the 100 employers who were contacted, 68 returned usable surveys. Based on responses, it was concluded that the views of employers in the aviation industry concerning the effectiveness of programs to train aircraft maintenance technicians parallel those views expressed by aviation mechanics educators in a 1979 national opinion survey conducted by Johnson and Ziegler. Ninety-seven percent of the employers surveyed felt that aviation mechanics educators should have at least two years of work experience before teaching, 83 percent thought that less time should be devoted to wooden structures, and 77 percent indicated that more instructional time is needed for turbine engines. Although more than 98 percent of the respondents advocated additional training in a variety of subjects, few wished to change or reduce training in the present curriculum. (Appendixes to this report include the survey instrument, selected responses to open-ended questions included on the survey, a list of those employers contacted during the study, and a complete tabulation of responses to the individual survey questions.) (MN)

ED 254 799 CG 018 086

Juvenile Suicides in Adult Jails: Findings from a National Survey of Juveniles in Secure Detention Facilities.

Illinois Univ., Champaign. Community Research Center.

SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

PUB DATE- Oct 83

NOTE- 11p.

CONTRACT- J-012-81

AVAILABLE FROM- Community Research Center, University of Illinois at Urbana-Champaign, 505 East Green Street, Suite 10, Champaign, IL 61820.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adolescents; Children; Comparative Analysis; *Correctional Institutions; Environmental Influences; National Surveys; Population Trends; Secondary Education; Social Environment; *Suicide; Youth Problems

A national scope study was performed to test empirically the hypothesis that juveniles in adult jails have a suicide rate higher than that of juveniles in the general population. Random samples were drawn from all United States juvenile detention centers, all jails with an average daily population of at least 250 inmates, a 20 percent random sample of jails with average daily populations under 250, and a 6.8 percent random sample of adult lockups. Data were collected by mailed questionnaires, with an overall response rate of 77.4 percent. Statistically significant differences were found between the suicide rates of juveniles in adult jails during 1978 (12.3 per 100,000) and juveniles in the general population in 1977 (2.7 per 100,000); between juveniles in adult lockups (8.5 per 100,000) and juveniles in the general population; between juveniles in juvenile detention facilities (1.6 per 100,000) and juveniles in adult jails; and between juveniles in juvenile detention centers and juveniles in adult lockups. Results support the hypothesis that the rate of suicide among children held in adult jails and lockups is significantly higher than that among children in juvenile detention centers and children in the general population of the United States. (NRB)

ED 254 841 CS 007 978

Carr, Grace E.
Testing and Remediating Education Majors' Basic Skills.
PUB DATE- 29 Mar 85
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; Evaluation Criteria; Higher Education; *Preservice Teacher Education; *Reading Achievement; Reading Attitudes; Reading Diagnosis; *Reading Improvement; Reading Research; *Remedial Reading; Student Needs; *Teacher Education Curriculum
IDENTIFIERS- University of Cincinnati OH

To learn about the problems inherent in the testing of basic skills and how these problems might be solved, the University of Cincinnati administered the "Pre-Professional Skills Test" (P-PST) to its junior education majors. Using a cut-off score of 170 on the P-PST, 30 students were found to need remediation in reading. These students were then administered the "Advanced Reading Inventory: Grade Seven Through College," and those who scored at the twelfth grade instructional level were excused from the remedial reading course. Those who received remedial instruction were also given the "Attitude Toward Reading" scale. The "Degrees of Reading Power" (DRP) test was selected as the exit test for these students. Students who scored at the twelfth grade instructional level on the DRP were allowed to register for student teaching. Their improved test results demonstrated that the reading achievement of prospective teachers can be improved with instruction, but not their attitude toward reading. (HOD)

ED 254 914 EA 017 576

Nylin, Donald W.

An Instructional Audit: An Interactive Process for Responding to National Studies by Assessing Program Status and Setting Direction and Priorities for the Future.

Aurora (West) Public School District 129, Ill.

PUB DATE- 23 Mar 85

NOTE- 50p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Chicago, IL, March 22-26, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - General (020) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Standards; Articulation (Education); Community Involvement; *Curriculum Evaluation; *Educational Assessment; *Educational Planning; Elementary Secondary Education; Participative Decision Making; Program Content; Program Design; *Program Evaluation; Teaching Methods

IDENTIFIERS- *Aurora West Public Schools IL

Beginning in fall 1982 the Aurora West Public Schools (Illinois) conducted a multi-year study to identify the nature of their instructional programs and to establish a set of position statements that would serve as guides for program review and change. A significant element of the process was the involvement of the entire staff in development of the position statements and extensive opportunities for public reaction to the position statements. The presentation outlines the steps followed, the criteria used, the issues addressed, and the progress to date. The use of the various national reports and their influence on the status of education beginning in 1983 are identified. Attached to this overview of the instructional audit are a chronological outline of the audit; a sample program report and a sample chart of program goals, both from the first year of the study; a booklet of staff position statements, a sample form for public response to these statements, and a newsletter reporting the progress of the audit after 2 years; and a 3-year progress report issued March 1985. (Author/MCG)

ED 254 987 EC 172 038

Maldonado-Colon, Elba
The Role of Language Assessment Data in Diagnosis and Intervention for Linguistically/Culturally Different Students.
PUB DATE- Aug 84
NOTE- 27p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cultural Differences; *Diagnostic Tests; *Educational Diagnosis; Elementary Education; *Limited English Speaking; Spanish Speaking; Special Education; Student Evaluation; Student Placement; *Test Bias; Testing Problems; *Test Use
IDENTIFIERS- *Placement in Special Education

Findings are reviewed from a descriptive study which evaluated special education placement of Hispanic students. A clinical case study approach was used to analyze student characteristics from individual program folders, and policy and practice were examined. The appropriateness of the data, expertise of the professionals, and the role of the languages of the bilingual and limited English proficient (LEP) students were examined. Findings revealed that: the linguistic characteristics of Hispanics, bilingual, and LEP students were evaluated with the same instrumentation used for native English speakers; a minimal role was ascribed to the native language in the evaluation process; English speech and language production and poor academic performance along with teacher referral were the most significant variables determining special education placement; and professionals' data analysis demonstrated limited professional abilities and knowledge related to special linguistic and culturally different populations. Recommendations are offered for professionals, including greater emphasis in teacher preparation programs on working with linguistically/culturally different students; additional training for diagnosticians; and increased focus on identifying best practices for referral, assessment, diagnosis, placement, and intervention of bilingual and LEP students. (CL)

ED 254 616 CE 040 119

Tweeten, Luther
High Technology in Rural Settings. State-of-the-Art Paper.
Tennessee Univ., Knoxville. Office for Research in High Technology Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 65p.; For related documents, see CE 040 115-126. Product of the "High Technology Education: A Program of Work" Project.
CONTRACT- 300-83-0176
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Agricultural Education; Agricultural Occupations; *Agriculture; Educational Needs; *Rural Areas; *Rural Population; Rural to Urban Migration; State of the Art Reviews; *Technological Advancement; *Technology Transfer; Urban to Rural Migration; Use Studies; Vocational Education
IDENTIFIERS- *Impact

The purpose of this paper is to identify the role of high technology in rural-to-urban and urban-to-rural movement and the implications of this technology for agriculture and rural areas. The first section of the paper considers the impact of technology on agriculture in the United States over the past 50 years. Because U.S. agriculture has undergone unprecedented technological change since the 1930s, this provides an excellent case study of the effects of technology. Section 2 examines the potential impact of high technology on rural people and areas and concludes that high technology will influence rural areas more as users than as producers of such technology. The next two sections focus on two major high technology users--the farming industry and local rural government and schools. Applications of computers in agriculture and telecommunications in marketing are described, forecasts of future microcomputer uses on farms are made, and selected applications by the public sector are considered. The final section addresses some underlying issues (posed as questions with brief answers and supporting arguments) about high technology's effect on economic efficiency and equity, educational needs, and philosophical concerns. (YLB)

ED 254 711 CE 040 987

Stationary Engineers Apprenticeship. Related Training Modules. 17.1-17.3 Feedwater.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 70p.; For related documents, see CE 040 971-990. Many of the modules are duplicated in CE 041 002.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Energy; Energy Occupations; Equipment Maintenance; Equipment Utilization; Job Skills; Job Training; Learning Modules; Postsecondary Education; *Power Technology; *Trade and Industrial Education; Water; *Water Treatment

IDENTIFIERS- *Feedwater; *Stationary Engineering

This learning module, one in a series of 20 related training modules for apprentice stationary engineers, deals with feedwater. Addressed in the individual instructional packages included in the module are the following topics: types of feedwater, equipment for use in working with feedwater, water treatments, and procedures for testing feedwater. Each instructional package in the module contains some or all of the following: a lesson goal, performance indicators, a study guide, a vocabulary list, an introduction, instructional text, an assignment, a job sheet, a self-assessment activity, a post-assessment instrument, answers to the post-assessment instrument, and a list of recommended supplementary references. (MN)

ED 254 728 CE 041 004

Millwright Apprenticeship. Related Training Modules. 14.1-14.4 Steam.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 150p.; For related documents, see CE 040 991-041 007. Many of the modules are duplicated in CE 040 984.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Energy Occupations; Individualized Instruction; Job Skills; Learning Modules; *Machine Tools; Postsecondary Education; *Power Technology; *Trade and Industrial Education
IDENTIFIERS- *Millwrights; Power Plant Operators; *Steam

This packet of four learning modules on steam is one of six such packets developed for apprenticeship training for millwrights. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a check list of steps the student should complete), a vocabulary list, an introduction, information sheets, assignment sheet, job sheet, self-assessment, self-assessment answers, post-assessment, instructor post assessment answers, and a list of supplementary references. Supplementary reference material may be provided. The four training modules cover steam formation and evaporation, types of steam, steam transport, and steam purification. (YLB)

ED 254 743 CE 041 043

Eley, Robert H.

North Central Washington Business/Spanish Instruction Modules. Final Report.

Wenatchee Valley Coll., Wenatchee, Wash.

SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.

PUB DATE- 31 Dec 84

NOTE- 233p.

LANGUAGE- English; Spanish

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Advertising; Business Education; Community Colleges; Course Content; Curriculum Development; Distributive Education; Food Stores; *Languages for Special Purposes; Learning Modules; Merchants; *Retailing; Second Language Instruction; *Small Businesses; *Spanish; Two Year Colleges; Vocabulary; Word Lists

The major objective of this project was to develop a series of specialized English-to-Spanish study modules for retail stores. The modules are to become part of the instruction in the small business, salesmanship, and advertising classes at Wenatchee Valley College (Washington). A minor objective was to survey the current perceived level of sales to Spanish-speaking customers in the Wenatchee area and to assess the perception of advertising media's interest in developing sales campaigns directed to the Spanish-speaking market. The survey portion of the study was conducted as a business class project. Students developed and used two survey forms, one for 60 retail firms and the other for local media and advertising agencies. Both surveys indicated that no particular effort has been made to develop onsite education programs and that the college should develop some type of program. The module portion of the project was conducted by a Spanish instructor and Spanish-speaking students. They made visits to various types of stores and then created 13 modules. The modules cover these businesses: auto repair and supplies, fast foods, supermarket, pharmacy, candy and tobacco, books and periodicals, photo shop, toilet articles, jewelry, sporting goods, small appliances, hardware, and most frequently purchased food items. (The bulk of this document consists of the modules, which are English-Spanish (vocabulary lists keyed to each type of business.) (KC)

ED 254 771 CG 018 056

McGuire, Michael G.
An Overview of Music Therapy.
PUB DATE- 5 Feb 85
NOTE- 9p.; Paper presented at the Meeting of the Washtenaw Counselors' Association (Ann Arbor, MI, February 5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Objectives; *Counselor Training; Higher Education; *Music Therapy; Therapists

Music therapy is the unique use of music in the accomplishment of therapeutic aims: the restoration, maintenance, and improvement of mental and physical health. A music therapist can help clients increase understanding of themselves and their environment through systematic involvement with music. The process of music therapy gives clients a structured experience of time, ability (physical and psychological response), affective behavior, and sensory behavior. It encourages client self-expression, enhances self-esteem, and provides experience in relating to others. Music therapy can be used successfully with school populations to develop and improve self-help skills, motor skills, and social skills. The education of music therapists takes place at schools accredited by the National Association for Schools of Music. In addition to music skills, students need personal characteristics that will enable them to be successful therapists. Concurrent with coursework, a student must complete a 6-month internship under the supervision of a registered music therapist. (BH)

ED 254 786 CG 018 071

Luken, Paul C.

A Situational Approach to Understanding Old Age Stigma.

PUB DATE- Nov 84

NOTE- 17p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Aging (Individuals); Attribution Theory; Failure; Gerontology; Labeling (of Persons); *Older Adults; *Role Perception; Social Status; *Stereotypes

IDENTIFIERS- *Stigma

Individuals may be stigmatized (discredited) if their attributes make them less than what is expected for the social categories into which they are placed. A tentative typology of situations can be developed, based on their potential for producing the stigmatization of old age. In daily situations that do not demand excessive physical or mental capabilities, those who decline to perform without legitimate excuses may be stigmatized. In physically or mentally demanding situations where adverse effects on one's physical or mental state are more likely to occur, stigmatization is likely. In situations where people have enough time to rest, take medications, or cover potential age stigma signs, potentially discrediting attributes are not revealed and individuals are not stigmatized. Finally, in situations where chronological age is used for administrative decision making, individuals are reclassified rather than stigmatized. Other factors which influence the possibility of age stigmatization are commitment, generational contacts, performance norms, and gender. In conclusion, old age is an attribute with variable meaning within our society and is best understood within the specific situations in which its meaning and relevance are determined. (NRB)

ED 254 827 CS 007 949

Ortony, Andrew; And Others
Salience, Similes, and the Asymmetry of Similarity. Technical Report No. 332.
Bolt, Beranek and Newman Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Academy of Education, Washington, D.C.; National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- Mar 85
NOTE- 52p.
CONTRACT- 400-81-0030
GRANT- BNS-80-04541
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Classification; *Comparative Analysis; *Language Research; Language Usage; *Learning Theories; *Metaphors; *Models; *Reading Research
IDENTIFIERS- Asymmetry; Salience; *Similes

Models of similarity have traditionally assumed that the similarity relation is symmetrical. However, when reversed, similarity statements frequently have different properties from those of the original. Previous attempts to account for the asymmetry of similarity have focused only on literal comparisons, resulting in a tendency to underestimate the degree of asymmetry in nonliteral comparisons, that is, similes. In a model of similarity proposed to account for the varying degrees of asymmetry found in all kinds of natural language comparisons, asymmetry is attributed to an imbalance in the salience of the shared attributes. Studies that have tested key aspects of the model appear to provide converging evidence for the claim that asymmetry is due at least in part to salience imbalance. (Author/HOD)

ED 254 856 CS 208 806

Jolly, Peggy B.
Evaluating the Evaluator.
PUB DATE- Mar 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- English Teacher Education; *Evaluation Criteria; Higher Education; Holistic Evaluation; *Reader Response; *Teacher Effectiveness; Teacher Improvement; *Teacher Response; Teacher Role; *Writing Evaluation; *Writing Instruction

Crucial to the success of a writing program are the writing instructor's perception of and response to the quality of student writing. There are three areas to be considered: students' grades, students' writing, and the instructor's comments. Unfortunately, disparity in these areas often gives contradictory indications about the instructor's ability to teach and evaluate writing. The majority of writing instructors act out of ignorance. They simply do not know how to evaluate a piece of writing. Consequently, they need to be taught to play the role of both reader and critic. By approaching a piece of writing in this role, they will then have a basis for making objective and sensible comments to the students. Concentration should be given to the areas of content, organization, grammar, and mechanics. The stress placed on these individual areas emphasizes the need to consider the paper as an entire unit that works together to produce an effect on the reader. Comments on first drafts should be sparing and directed toward content and structure. Additional detail, thorough development, and consistency in grammar and mechanics can be elicited through questions. As readers, the instructors can ask for clarification so that the writer will not be misunderstood. Once instructors become aware of the areas to look for in determining the quality of a paper and become comfortable with the role of reader and critic, they can grade papers with confidence. (HOD)

ED 254 871 CS 504 828

Weaver, Richard L., II
Peer Evaluation: A Case Study.
PUB DATE- 8 Feb 85
NOTE- 24p.; Paper presented at the Annual Meeting of the Midwest Basic Course Directors' Conference (Indianapolis, IN, February 8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Evaluation Criteria; Higher Education; *Peer Evaluation; Program Content; Program Descriptions; *Speech Communication; *Speech Instruction; Student Attitudes; Teaching Methods

Acknowledging the value of peer evaluation in the classroom, this paper describes the peer evaluation system used in a basic speech communication course at an Ohio university. The first section of the paper defines peer evaluation and describes the situation at the university to provide some understanding of the context in which the system was implemented. The second section provides three major reasons for instituting a peer evaluation system, while the third explains the process of peer evaluation and specifies the criteria used in evaluation, how the students were trained, and how standards for evaluation were kept high. The fourth section discusses objections to peer evaluation that frequently occur, and the fifth examines six important results of peer evaluation: (1) a widening of horizons, (2) an introduction to the joys and dangers of generalizing, (3) the development of skill in avoiding hyperbolic and authoritarian assertions, (4) the reconciliation of the emotional with the rational, (5) the development of a sense of responsibility, and (6) an increased ability to assimilate information. A summary section notes the strong relationship between peer evaluation and active education, and the important functions peer evaluation serves in a basic communication course. (HTH)

ED 254 886 CS 504 870

Brydon, Steven R.
The Supreme Court and Images of Equality: A Comparison of "Plessy V. Ferguson" and "Brown V. Board of Education."
PUB DATE- 17 Feb 85
NOTE- 28p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audience Analysis; *Communication Research; Comparative Analysis; *Concept Formation; *Content Analysis; *Court Litigation; *Justice; Opinions; *Racial Discrimination; Rhetoric; Speech Communication
IDENTIFIERS- Brown v Board of Education; *Equality (Concept); Perelman (Chaim); Plessy v Ferguson; *Supreme Court

Using Chaim Perelman's concept of the "universal audience" as a method of analysis, an investigation was made into the images of equality under the law in two landmark Supreme Court rulings on segregation, "Plessy v. Ferguson" and "Brown v. Board of Education." The analysis revealed that the Supreme Court in both decisions relied heavily on its image of social reality in deriving axioms representing the universal audience at a given historical moment. The concept of equality was the central term requiring definition. While the "Plessy" Court assumed the inferiority of blacks, the "Brown" Court assumed the equality of races. "Plessy" reflected an empirical definition of equality; if both races were treated the same, that was all the law could command. "Brown" reflected a less tangible view of equality; physical equality of facilities was not enough. The remaking of the concept of equality in correspondence with the tenets of the universal audience of its day, was the hallmark of the "Brown" decision. Thus, from the perspective of universal audience, the "Brown" decision appealed to a universal audience of greater wisdom than that of "Plessy." The analysis suggests that legal precedent and legislative history are less significant than the Court's image of reality in framing its opinions. (HOD)

ED 254 929 EA 017 593

Measuring Changes in Salaries and Wages in Public Schools: 1985 Edition. ERS School Management Reference Series.

Educational Research Service, Arlington, Va.

PUB DATE- 85
NOTE- 46p.; For the 1982 and 1984 editions, see ED 213 147 and ED 244 352.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 218-00086; $26.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Guides; Administrators; Clerical Workers; Comparative Analysis; Cost Effectiveness; *Cost Indexes; Economic Change; Elementary Secondary Education; Graphs; *Measurement Techniques; Nonprofessional Personnel; Paraprofessional School Personnel; Principals; Professional Personnel; Public Schools; *Salaries; School District Size; *School Personnel; Statistical Analysis; Superintendents; Tables (Data); Teacher Salaries; *Wages; Worksheets
IDENTIFIERS- *Composite Indicator of Changes; Consumer Price Index

This report provides data to evaluate salary and wage trends in education. The statistical measure used to gauge and compare changes in salaries and wages paid by school systems is the Composite Indicator of Changes (CIC). This measure is designed to reflect changes in much the same way as the Dow Jones Average or the Standard and Poor's Index. The purpose of the 1985 report is to aid in analyzing trends in average salaries and wages paid public school employees in six groups of personnel during 1974-1984. The report shows how local school systems can compile CIC data and includes a United States Department of Labor Consumer Price Index for comparison with the CIC. The CIC data are provided for 28 employee categories. The report includes 12 tables and 9 figures as well as 3 appendixes and a reference list. (MD)

ED 254 957 EA 017 624

Ray, Douglas
Resources for Education: Human Rights and the Canadian System.
PUB DATE- Apr 84
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984), submitted on behalf of the Canadian Society for the Study of Education.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Educational Economics; *Educational Equity (Finance); Educationally Disadvantaged; Educational Opportunities; *Educational Policy; *Educational Quality; Educational Supply; Elementary Secondary Education; *Equal Education; Equalization Aid; Foreign Countries; Minority Groups; Private Education; *Resource Allocation; Special Education
IDENTIFIERS- *Canada

This paper describes the Canadian systems for resource reallocation and how these systems affect public education. It identifies three tests for the adequacy of educational support and its distribution: (1) Do elite private schools provide significantly better education than public schools? (2) Does poverty at the personal, community, or provincial level significantly deprive citizens of educational services, or force them to endure inferior services? (3) Does the cost of a special educational service required by an individual or group determine if or where it will be available? Historical, sociological, legal, and economic data are reviewed in relation to each of these questions. Private schooling, special education, language rights, and religious minorities are then reviewed in turn as justifications of particular funding programs. An international context for both the levels and the distribution system is provided. A bibliography is included. (Author/TE)

ED 255 003 EC 172 056

Newton, Laurie
The Use of Nonliteral Language in Talk to Deaf Children.
PUB DATE- Aug 84
NOTE- 5p.; Paper presented at the Annual Convention of the Alexander Graham Bell Association (August, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Deafness; Elementary Education; Idioms; *Interaction; *Language Acquisition; Oral Communication Method; Total Communication

Three groups of teachers (10 regular teachers talking to 10 normally hearing students, 10 teachers of the deaf using oral communication to oral deaf children, and teachers of the deaf talking and signing with children taught through a manually coded English system) were videotaped in spontaneous conversation and a storytelling task. Children were matched for language age. Results confirmed the hypothesis of significantly greater use of idiomatic language during spontaneous communication with hearing children than with deaf children. In the storytelling task, however, no difference was found between groups, suggesting that when teachers are free to select the language they will use, they choose to omit idiomatic language. Findings further suggested that while use of direct requests may be determined by cognitive-social variables, use of indirect requests may be determined by linguistic level. The prediction of greater difference in the two groups' use of idiomatic language than in their use of indirect requests was also confirmed. Significantly less idiomatic language was used in talk to total communication deaf children than to normally hearing or auditory-oral groups. (CL)

ED 254 667 CE 040 894

Apps, Jerold W.; And Others
How Are You Swimming in the Information Ocean?
PUB DATE- Nov 84
NOTE- 26p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Educators; Influences; Information Dissemination; *Information Needs; *Information Utilization; Needs Assessment; Obsolescence; Postsecondary Education; *Teacher Attitudes; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Information Society

This forum paper contains the perspectives of three adult education researchers (Jerold W. Apps, Daniele D. Flannery, and T. Tappey Turner) concerning the role of adult educators in the information age and the attitudes of adult educators toward the recent information explosion. In perspective 1, on the roles of the adult educator in the "information ocean," it is suggested that adult educators must assume two roles: they must assist learners in making sense out of specialized information in light of the learner's life situation and they must help learners identify information that is needed and not available. After a discussion of Margaret Mead's assertion that the information explosion has made the transmission of knowledge from teacher to student a lateral rather than a vertical process, in perspective 2 it is concluded that adult educators must focus on providing a sense of connectedness and increase their efforts in the areas of collaborative research, interdisciplinary sharing, and development of an atmosphere of collaboration among adult educators rather than one of competition. Perspective 3 expands upon the metaphor comparing coping with information to swimming in the ocean, and suggests that adult educators must learn themselves and must help adult students learn to be selective in focusing their attention on and attempting to come to terms with specific subject areas and levels of complexity of information, thus selecting that information that is most useful to their own needs. (MN)

ED 254 757 CE 041 343

Phillips, Kathleen; And Others
Research and Development Agenda.
Far West Lab. for Educational Research and Development, San Francisco, Calif.; Network of Innovative Schools, Inc., Andover, Mass.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 33p.; For related documents, see ED 253 772-776 and CE 041 341-344. Prepared for the National Adult Literacy Project.
CONTRACT- 400-83-0056
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Literacy; *Adult Reading Programs; Adults; Beginning Reading; Educational Assessment; Educational Diagnosis; Educational Technology; Functional Literacy; Individual Characteristics; Quality of Life; *Research and Development; *Research Needs; Research Proposals; Staff Development; Teacher Characteristics; Teacher Education
IDENTIFIERS- *National Adult Literacy Project

The National Adult Literacy Project's research and development agenda, developed through a literature survey and consultation with practitioners and scholars, is elaborated in this paper. Each of the seven topic areas begins with a rationale for its importance and a brief review of relevant research. Proposals for research studies and/or development activities are recommended, and some specific procedural suggestions are made. The seven topics are (1) unique attributes of adult beginning readers; (2) learner diagnosis and assessment, including diagnosis of learning-disabled adults, assessment of job-related skills, assessment of other functional skills, and guidelines for more effective use of tests and development of alternative approaches; (3) staff training; (4) impact of literacy programs on students' quality of life; (5) teacher characteristics and methodologies--the need for cultural sensitivity; (6) technology; and (7) literacy development in other countries. The appendix brings together all of the research and development proposals in a single list. (SK)

ED 254 813 CG 018 100

Alcohol and Health. Fifth Special Report to the U.S. Congress from the Secretary of Health and Human Services.

National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.

REPORT NO.- DHHS-(ADM)-84-1291

PUB DATE- Dec 83

NOTE- 170p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Alcoholism; Drinking; Etiology; Health; Heredity; *Physical Health; Pregnancy; *Prevention; Social Problems; Traffic Accidents

This report is divided into an overview of alcohol and health, and eight chapters which deal with various aspects of alcohol use and abuse. The epidemiology of alcohol abuse and alcoholism is discussed. Data are presented on self-reported consumption of alcohol among youths and adults; alcohol consumption during pregnancy; alcohol-related hospitalizations and mortality; alcohol problems in veterans and native Americans; and alcohol-related traffic fatalities. Early and recent studies on the heritability of alcoholism are reviewed, the environmental-genetic influences on alcoholism are considered, and human and animal studies on the genetic factors in physiological responses to alcohol are explained. In a discussion of psychobiological effects of alcohol cognitive and neurophysiological effects, neuropathologic illnesses, electrophysiology, and neural and biochemical effects are considered, and theories of the effects of alcohol are reviewed. The medical consequences of alcohol are discussed in terms of alcohol and the digestive system, the liver, muscle systems, blood disorders, kidney disease, pulmonary disease, the endocrine system, and alcohol and cancer. The effects of alcohol on pregnancy outcome are discussed. Adverse social consequences of alcohol use and abuse are described, including alcohol-related accidents, crime, domestic problems, and suicide. Treatment trends in research and practice are discussed and preventive efforts are reviewed. (NRB)

ED 254 943 EA 017 608

Beckham, Joseph C.
Legal Aspects of Employee Assessment and Selection in Public Schools. 1985 Monograph Series.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 85
NOTE- 30p.
AVAILABLE FROM- Publication Sales, National Organization on Legal Problems of Education, 3601 S.W. 29th, Suite 223, Topeka, KS 66614 ($6.96 plus $1.50 postage and handling; quantity disounts; invoiced orders will have actual postage and handling charges added).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use- (055)
DESCRIPTORS- Civil Liberties; *Compliance (Legal); Court Litigation; *Dismissal (Personnel); Elementary Secondary Education; Occupational Information; *Personnel Evaluation; *Personnel Policy; *Personnel Selection; Public Schools; School Districts; *School Personnel

Legally sound assessment and selection processes in public schools must relate criteria to job requirements and must adopt procedures that are clearly articulated and uniformly applied to all candidates for a position. Legal challenges to school districts related to employment decisions can be grouped as allegations of (1) discriminatory practice, (2) violation of a substantive constitutional or statutory right, (3) unlawful arbitrary and capricious behavior, and (4) failure to fulfill procedural mandates. Three hypothetical scenarios introduce the basic legal issues that can arise in the assessment and selection process and are used to present a broad conceptual view of the process, while allowing for the identification of specific flaws that may be susceptible to legal challenge. The narrative that follows each scenario elaborates particular issues and offers a legal rationale that cites judicial decisions paralleling the hypothetical problem. To illustrate that compliance with the law can be realized, a sampling of cases in which school districts have prevailed against challenges to the assignment and selection process is presented. The importance of procedural safeguards and job-related criteria in the assessment and selection process are particularly evident in the nine concluding guidelines. (MLF)

ED 254 972 EC 172 023

Arnold, Yvonne

An Introduction to Selecting Appropriate Goals and Activities for the Severely/Profoundly Impaired That Are Appropriate for Their Age. (Using Curricular Domains).

PUB DATE- May 83

NOTE- 299p.; Extended Practicum Report, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- *Chronological Age; Classroom Techniques; Court Litigation; *Curriculum Development; Elementary Education; Multiple Disabilities; *Severe Disabilities

IDENTIFIERS- *Age Appropriateness

Two introductory manuals, written as part of a practicum to meet the staff needs in the Philadelphia, Pennsylvania School District's severely/profoundly impaired (SPI) programs, focus on selecting goals and activities that are age appropriate for SPI students. Introductory materials review judicial rulings regarding Philadelphia's services for SPI students and summarize the literature on curriculum. A 1980 evaluation of the district's programs and recommendations is discussed. General practicum goals and the study methodology are outlined. The appendices, which make up the greater part of the document, contain the two manuals. The first manual covers age appropriate issues for children 4-6 years old and the second, 6-8 years old. Characteristics of children at each age level are specified and activities and materials for SPI children are suggested for the following areas: (1) personal maintenance, (2) interpersonal communication, (3) functional academics, (4) recreation/leisure, (5) domestic maintenance, and (6) vocational skills. (CL)

ED 254 642 CE 040 841

Attwood, Madge, Ed.
Visiting Scholars in Education and Work Series, 1980-81.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
PUB DATE- Aug 81
NOTE- 51p.; Document contains small type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Assessment; Educational Benefits; Educational Legislation; *Educational Needs; Educational Objectives; *Educational Policy; Educational Research; *Educational Responsibility; Educational Trends; *Education Work Relationship; Federal Legislation; Futures (of Society); Influences; Job Training; Labor Market; Liberal Arts; Needs Assessment; Political Issues; Politics of Education; Postsecondary Education; Power Structure; Program Evaluation; Program Implementation; *Public Policy; Research Needs; Secondary Education; *Vocational Education; Youth Employment
IDENTIFIERS- Comprehensive Employment and Training Act

This monograph presents the views of four scholars concerning the relationship between education and work. In a paper entitled "Research and Evaluation Issues in Vocational Education," John T. Grasso focuses on the responsibility of vocational education to youth. The second paper, "Occupational Training: For Employers, for Trainers, or for Workers?" by Marcia Freedman, addresses the issues of labor market segmentation, education and training requirements for occupations, and problems and prospects in youth employment. Next, in a paper entitled "Coming Changes in Learning, Leisure, and Literacy," Robert F. Bundy discusses the future of vocational education and its relationship to liberal arts education. The final paper, "The Politics of Implementing Education and Work Programs" by Marion W. Pines, examines the politics of implementing Comprehensive Employment and Training Act (CETA) programs in light of the present climate of Federal conservatism. (MN)

ED 254 680 CE 040 935

PaDelford, Harry
Psychomotor Skill Acquisition in the Technical Subjects.
PUB DATE- Dec 84
NOTE- 9p.; Presented at the American Vocational Association Convention (New Orleans, LA, December 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Job Skills; *Physical Characteristics; Physical Development; Postsecondary Education; *Psychomotor Skills; Secondary Education; *Skill Development; *Teaching Methods; *Technical Education; Vocational Education

Psychomotor skills need to be taught in technical education courses. Some students can be taught more easily than others, depending on their physical attributes. These attributes are speed, steadiness, perception, dexterity, agility/flexibility, endurance, equilibrium/balance, strength, and coordination. Before students attempt to learn vocational psychomotor skills, they can be assessed on each of their attributes and their competence as they attempt to learn psychomotor skills. There are four important steps in acquiring psychomotor skills: perception, motivation, imitation, and practice. Learners can go back and forth in these steps during the learning process. Vocational teachers can improve students' chances of attaining success in acquiring psychomotor skills in two particular ways: (1) The teacher can determine which attributes are required to perform the psychomotor skill and look for ways to help students increase the qualities of these attributes; and (2) The teacher should focus on the four steps of the psychomotor skill acquisition process. For example, in the first step, the teacher can use several methods of presenting the example in order to increase students' perceptions. In the second step, motivation can be increased by promoting club activities and a sense of accomplishment. The third step, imitation, can be enhanced by listing the steps in the sequence and using examples and diagrams for reinforcement. Practice, the fourth step, can be achieved by games and competition. Focusing on helping students to acquire psychomotor skills will assist the student in attaining total success. (KC)

ED 254 712 .CE 040 988

Stationary Engineers Apprenticeship. Related Training Modules. 18.1-18.2 Generators.
Lane Community Coll., Eugene, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 48p.; For related documents, see CE 040 971-990. Many of the modules are duplicated in CE 041 001.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; *Electricity; Energy; Energy Occupations; Equipment Maintenance; Equipment Utilization; Job Skills; Job Training; Learning Modules; Postsecondary Education; *Power Technology; *Trade and Industrial Education
IDENTIFIERS- *Electric Generators; *Stationary Engineering; Steam Power Plant Operators

This learning module, one in a series of 20 related training modules for apprentice stationary engineers, deals with generators. Addressed in the individual instructional packages included in the module are the following topics: different types of generators, generator construction, and procedures for operating a generator. Each instructional package in the module contains some or all of the following: a lesson goal, performance indicators, a study guide, a vocabulary list, an introduction, instructional text, an assignment, a job sheet, a self-assessment activity, a post-assessment instrument, answers to the post-assessment instrument, and a list of recommended supplementary references. (MN)

ED 254 800 CG 018 087

A Layperson's Guide to Achieving Change in the Juvenile Justice System.

Illinois Univ., Champaign. Community Research Center.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Nov 83
NOTE- 60p.; Prepared by the Youth Law Center, San Francisco, California.
CONTRACT- J-012-81
AVAILABLE FROM- Community Research Center, University of Illinois at Urbana-Champaign, 5[illegible]5 East Green Street, Suite 210, Champaign, IL 61820.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; Change Agents; *Change Strategies; *Court Litigation; Hearings; Information Dissemination; *Inspection; *Mass Media Effects; News Media; *Public Officials
IDENTIFIERS- *Juvenile Justice System

This guide for achieving change in the juvenile justice system begins with a discussion of how to obtain information about problems, how to develop issues in a way that will help to accomplish goals, and how to identify supporters. The public meeting is described as useful for drawing public attention to problems and for focusing media attention. The need for good organization is stressed and suggestions are given for publicizing and conducting meetings. Considerations in meeting with public officials are also presented. Media techniques such as developing a contact list, issuing a press statement, and holding a press conference are discussed. Administrative procedures to solve problems are also considered. Discussions are centered on filing written complaints, investigation of complaints, and the use of administrative hearings to remedy individual grievances. For those considering lawsuits as solutions to change, steps in preparing for litigation are outlined, including preliminary work, choosing an attorney, the individual's role in litigation, and monitoring the settlement. An appendix of materials that may be helpful in inspecting institutions includes an article on inspecting jails and forms for recording information from jail inspections of juvenile facilities. (NRB)

ED 254 842 CS 007 979

Lazdowski, Walter P.
Success Sessions.
PUB DATE- Mar 85
NOTE- 8p.; Paper presented at the Annual Meeting of the Western College Reading and Learning Association (18th, Denver, CO, March 28-31, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Developmental Studies Programs; Disabilities; Drop Out Prevention; *Educationally Disadvantaged; Educational Needs; Educational Objectives; Higher Education; Individualized Instruction; Limited English Speaking; Mathematics Skills; Program Descriptions; Reading Skills; *Remedial Instruction; *School Holding Power; Skill Development; Two Year Colleges

Special Services for the Disadvantaged Students (SSDS) is a federally funded three-year college retention program initiated at a Texas community college. The program's objectives include improving reading and math levels, improving achievement of handicapped students, and increasing skills in English as a second language. To accomplish these objectives, the college provides six professional developmental education instructors. The need for the program was indicated by a 1982 survey, which indicated nine common learning problems: lack of academic skills, poor attitude, low aspirations, cognitive styles, handicapped students, low income, limited English speaking ability, lack of college survival skills, and a lack of counseling. Special services of the program include (1) "success sessions" (consisting of an interview and career and academic needs assessment, a review of testing results, and a prescriptive learning plan); (2) study centers; (3) regular contact between the program's developmental instructors and the participating students' regular teachers; (4) field trips to work sites in the students' major areas of study; and (5) providing a mentor for each student in the program, who gives students individualized academic and emotional support. During its first semester, the program met its assigned objectives with few exceptions. (HTH)

ED 254 900 EA 017 548

McCurdy, Jack
The Role of the Principal in Effective Schools: Problems & Solutions. AASA Critical Issues Report.
American Association of School Administrators, Arlington, Va.
PUB DATE- 83
NOTE- 97p.; Produced by Education News Service, Sacramento, California for the American Association of School Administrators.
AVAILABLE FROM- Publications Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (AASA Stock No. 021-00839; $12.95 plus $2.50 postage and handling, prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrative Principles; Administrator Attitudes; Administrator Characteristics; Administrator Evaluation; *Administrator Role; Administrator Selection; Board Administrator Relationship; Board of Education Role; Educational Administration; Educational Objectives; Elementary Secondary Education; Management Development; *Principals; *School Effectiveness; Stress Management; Superintendents
IDENTIFIERS- *Instructional Leadership

Recent research has suggested that the principal's role in the effectiveness of schools is far more important than had been believed earlier. What the principal's role typically is, what it ideally should be, and how it can be changed are the topics of this report. The first two chapters survey (1) the research on characteristics of principals of effective schools, and (2) studies of the actual circumstances faced by principals, revealing the demands that restrict principals' concentration on instructional leadership. The third chapter presents several techniques for exerting instructional leadership, including methods of working with personnel and improving school climate. Administrative skills valuable to principals are discussed next, since they affect the principal's efficiency and the school's sense of mission and effectiveness. The roles of the district superintendent and the school board in supporting the principal's efforts are treated in the fifth chapter. The three subsequent chapters cover the selection, inservice training, and evaluation of principals, all factors critical to developing effective leadership. The ninth and final chapter suggests methods for coping with principals' job stress. Checklists and sample forms selected from the literature, and data from surveys conducted for this report, are presented throughout the document. (PGD)

ED 254 915 EA 017 577

Clevenger, Charles
A Futures-Oriented Systems Model of Professional Development in Complex Organizations.
PUB DATE- Sep 84
NOTE- 15p.; Paper presented at the Annual Conference of Educators and Scholars (9th, Buffalo, NY, September 27-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Colleges; Decision Making; *Educational Change; Higher Education; Innovation; Input Output Analysis; Instructional Systems; *Models; Motivation; Objectives; Organizational Effectiveness; Prestige; *Professional Development; *Professional Education; *Systems Analysis; *Systems Approach; Teacher Education

The professional development process can be organized as a continuous, multifaceted, proactive, and integrated system that is futures-oriented and focused on adaptation as an essential organizational function. A systems model employing a university professional school as an example is presented. It focuses on professional schools because they lend themselves more easily to an understanding of systems. In a systems approach professional development is seen in the context of the other organizations of which the institution is a subsystem. Change in one function is seen to have an impact on all other systems. The functional processes of systems are adaptation, goal attainment, integration, and latent pattern management. In this presentation the concentration is on adaptation and integration. For a university professional school to adapt, it must interface with health and human service agencies and the schools and school districts with which it is linked. All parts of the system must be aware of the political, cultural, economic, and social variables in the system's external environment. Professional development is the mechanism used by systems to adapt input for decision processes. The systems perspective shows that the professional school is not engaged in professional development by itself, but is shaped by (and shapes) the larger systems. Included are three model figures and a brief reference list. (MD)

ED 255 004 EC 172 057

Cloze Procedures: A Special Education Teacher's Manual.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.; New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.

PUB DATE- Mar 82
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cloze Procedure; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; Reading Comprehension; *Reading Instruction; Teaching Methods
IDENTIFIERS- New York

The handbook presents guidelines and suggestions for the use with handicapped students of the cloze procedure, a method for systematically deleting words from a prose passage and evaluating the reader's success in supplying them. Chapter 1 considers the use of the cloze procedures for assessment purposes and notes the differences between cloze passage tests, and informal reading inventories, and achievement tests. Suggestions are also offered for constructing cloze tests. Chapter 2 focuses on ways to teach the closure concept in each of four developmental stages (concrete experience, two-dimensional level, symbolic stage, and application of the cloze procedure to individualized education programs) and presents sample activities for lesson planning. The final chapter summarizes New York state policy regarding tests of reading competency. (CL)

ED 254 628 CE 040 784

Anderson, B. Harold; Brouillette, Mary DeMaio
The Effects of Increased Academic Requirements for Graduation on Secondary Vocational Enrollments in Colorado. Research Report. Executive Summary.
Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
SPONS. AGENCY- Colorado State Board for Community Colleges and Occupational Education, Denver.
PUB DATE- Feb 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Comparative Analysis; Cooperative Education; *Educational Demand; Educational Policy; *Educational Trends; *Enrollment Rate; *Enrollment Trends; *Graduation Requirements; Influences; Policy Formation; Questionnaires; Secondary Education; State Programs; State Surveys; Statewide Planning; Traditional Schools; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Colorado; Impact Studies; Special Needs Students

A study examined the effects of increased academic requirements for graduation on secondary vocational enrollments in Colorado. After identifying 111 of the school districts in Colorado that have recently increased their graduation requirements (representing 61 percent of the 180 school districts in the State), researchers randomly selected five schools from each of five size categories. Next, surveys were administered to the principals, directors of guidance, and vocational directors at each of the 25 schools indicated. Data from the completed surveys indicated that an increase in the academic requirements for high school graduation tends to decrease the enrollment in vocational programs. This was particularly true in schools with enrollments of more than 500 students. Cooperative work experience programs appeared to suffer the sharpest enrollment decreases. Many of those educators surveyed expressed concern about the effect that such a trend would eventually have on the dropout rate and on the future of students who would purposefully choose vocational programs rather than preparation for college. Recommendations were made concerning strategies for increasing academic standards without causing a subsequent decrease in student enrollment rates. (The project survey instrument is appended.) (MN)

ED 254 655 CE 040 859

Stevens, David W.
Toward Excellence in Secondary Vocational Education: Providing Job Training. Information Series No. 296.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 46p.; For related documents, see CE 040 854-856 and CE 040 858-860.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (IN296--$4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Access to Education; Criteria; *Educational Change; *Educational Policy; Federal Government; *High Schools; *Job Training; *Policy Formation; School Districts; State Government; *Vocational Education
IDENTIFIERS- Excellence in Education

This publication discusses and analyzes issues related to job training in the high school. Section 1 describes the nature of the job training problem by presenting views of constituencies affected by high school programs. The interests of these groups are examined: students, instructional staff members, school administrators, parents, employers, and elected officials. Section 2 provides information on forces affecting criteria for evaluating policy options. These forces are summarized as four views of job training: human capital, signaling, training opportunity, and core and periphery. Section 3 discusses these criteria for assessing policy options: action oriented, equity effect, and efficiency effect. Section 4 presents three policy options for reforming job training in the high school--eliminate job training from the high schools, reorganize high school job training to provide only general prerequisite skills to master any specific occupational area (diminish distinctions between academic and vocational curricula), and reorganize job training in the high school to enhance occupationally specific instruction (sharpen the distinctions between academic and vocational curricula). Discussion then focuses on student access reforms. Section 5 states recommendations intended to aid policymakers in their pursuit of effective and equitable job training programs. (YLB)

Stationary Engineers Apprenticeship. Related Training Modules.
1.1-1.4 Computers.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 81p.; For related documents, see CE 040 972-990. Many of the modules are duplicated in CE 040 967 and CE 040 971.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Apprenticeships; Behavioral Objectives; *Computer Literacy; Computers; Computer Software; *Digital Computers; Individualized Instruction; Job Skills; Learning Modules; Logic; Postsecondary Education; *Trade and Industrial Education

IDENTIFIERS- *Stationary Engineering

This packet of four learning modules on computers is one of 20 such packets developed for apprenticeship training for stationary engineers. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, objectives, directions, vocabulary, overview, information sheets, self tests, final test, task sheets, and answer keys. The four training modules cover digital language, digital logic, computer overview, and computer software. (YLB)

ED 254 729 CE 041 005

Millwright Apprenticeship. Related Training Modules. 15.1-15.5 Miscellaneous.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 189p.; For related documents, see CE 040 991-041 007.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Apprenticeships; Behavioral Objectives; *Electric Circuits; Energy Occupations; Individualized Instruction; Job Skills; Learning Modules; *Machine Tools; Postsecondary Education; *Trade and Industrial Education; *Vocabulary

IDENTIFIERS- *Millwrights; Power Plant Operators; Power Plants

This packet of five learning modules on miscellaneous topics is one of six such packets developed for apprenticeship training for millwrights. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a check list of steps the student should complete), a vocabulary list, an introduction, information sheets, assignment sheet, job sheet, self-assessment, self-assessment answers, post-assessment, instructor post-assessment answers, and a list of supplementary references. Supplementary reference material may be provided. The five training modules cover foundations for machine installations, alignment of newly installed equipment, protection of electrical circuits, transformers, and trade terms. (YLB)

ED 254 772 CG 018 057

Gomberg, Edith S. Lisansky
Femininity Issues in Women's Alcohol Abuse.
PUB DATE- 26 Aug 84
NOTE- 32p.; Paper presented at the symposium "Femininity and Masculinity Issues as They Affect Alcohol Abuse" at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Alcoholism; *Behavior Theories; *Drinking; *Females; Predictor Variables; Sex Differences; *Sex Role

Alcohol studies, like most psychological studies, have traditionally focused on males. Several psychosocial theories have been used to explain male alcoholism, including dependency, the power drive, and sex role theory. This latter stance may provide a theoretical framework for the etiology of drinking which will apply to both sexes; however, reliance on psychodynamic theories leaves out a number of significant factors which contribute to female alcohol abuse, including genetics, family history, and hormonal status; and psychological components, such as inadequate coping mechanisms, impulse control problems, and role conflict. Research shows a number of differences between male and female alcoholics, in family background, in close relationships, in the development of alcoholism, in drinking behavior, and in the consequences of alcohol abuse.. Age roles are also significant, and, like sex roles, are determined both by biology and by social norms. A study of women alcoholics which compared age groups showed differences in age of drinking onset, marital and employment status, parent roles, and social networks. Women age 40 and over are most likely to seek treatment. Women alcoholics in their 20s often have problems with impulse control and the formation of adult identity, and women alcoholics in their 30s evidence the most conflict. A tremendous variability exists among women who abuse alcohol. While genetic and biological antecedents should be included in our explanations of alcohol abuse, the significance of sex role and social definitions of acceptable and unacceptable feminine behavior in the etiology of alcoholism should not be ignored. (JAC)

ED 254 828 CS 007 950

McLean, James I.
Formative Evaluation of the Comprehensibility of Written Instruction.
PUB DATE- 22 Mar 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coherence; Cohesion (Written Composition); Communication Research; Formative Evaluation; *Writing Evaluation; *Writing for Publication; *Writing Improvement; Writing Instruction; Writing Processes; *Writing Research; *Writing Skills
IDENTIFIERS- *Instructions

An experiment was designed to test an instrument that could assist writers and editors in selecting strategies for improving the comprehensibility of written instructions. In addition, the study examined how successful professional writers are in improving passages selected for difficulty. The subjects, 150 experienced writers, were given an original passage to read and rate using the instrument. They then completed a multiple choice test for the passage. They were to revise the passage and rate their version. More than 500 students were then given either the original or the revised version of the passage and were tested on their comprehension of it. The findings tended to support traditional notions of the factors that contribute to effective written instruction, such as the importance of content and of student aptitude. The most suprising result of the study was the failure of the writers as a group to improve the comprehensibility or memorability of the two passages, even though the passages had been chosen because they seemed difficult to understand. This was true even though the writers were generally professional developers of instructional materials, even when they had in hand a set of guidelines for judging the comprehensibility of the passages, and even when they knew they were participating in an experiment related to the comprehensibility of passages. (Materials used in the study are appended.) (EL)

ED 254 857 CS 208 807

Perrin, Robert
The Anticipated Problems of Future Teachers of English.
PUB DATE- Mar 85
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Coping; Discussion (Teaching Technique); *English Teacher Education; Higher Education; *Questionnaires; Self Concept; *Self Evaluation (Individuals); *Student Attitudes; *Teaching Methods; *Writing Instruction

Prompted, in part, by a concern over the surprise and disillusionment many new teachers have expressed about the problems they encounter in the classroom, an instructor of an advanced writing class (required of all English majors and minors in the teaching curriculum) distributed to his students a five-page questionnaire/survey to see how they perceived their future roles. The questionnaire and the writing it produced served as a catalyst for discussion rather than as a quantitative end in itself. Specifically, it (1) highlighted important issues the students needed to think and talk about, (2) provided subjects for discussion, (3) gave the instructor a clearer sense of where his students thought they were heading and a sense of what they saw as their future teaching strengths and weaknesses, (4) indicated for students the kinds of problems they would be facing, and (5) gave the students a sense of assurance by knowing some of the problems that would lie ahead, by sharing ideas and experiences, and by thinking about strategies to cope with problems. (HOD)

ED 254 872 CS 504 832

Savage, Grant T.
The Use of SYMLOG as an Interpretive Foil for Participant Observer Research in Organizations.
PUB DATE- Nov 84
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Data Collection; Data Interpretation; *Group Dynamics; *Interaction Process Analysis; *Organizational Communication; Participant Observation; *Research Methodology; Validity
IDENTIFIERS- *Researcher Role; SYMLOG Coding System

In addition to assessing observed communication behaviors, this paper suggests that SYMLOG--a System for the Multiple Level Observation of Groups--can be used by participant-observers as a foil for interpreting how their own value orientations affect their data collecting and theorizing. The first section of the paper examines the research role and experience of the participant-observer as one of being both near and distant from the social phenomenon being studied. The second section briefly reviews the theory of SYMLOG, which uses three orthogonal dimensions to describe the quality of the behavior of group members or the images suggested in the content of what they say: (1) Dominant vs. Submissive, (2) Friendly vs. Unfriendly, and (3) Instrumentally Controlled vs. Emotionally Expressive. The third section examines the SYMLOG coding procedures, and the fourth describes a study in which the coding procedures were used to score a meeting and the results compared to field notes of that meeting, illustrating the use of SYMLOG as an interpretive foil. (FL)

ED 254 887 CS 504 871

Blythin, Evan
Mexican Rhetoric: Exigency and Background--A Sketch.
PUB DATE- Feb 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches/Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Research; Communication Skills; Cultural Influences; *Discourse Analysis; Foreign Countries; *Language Styles; *Language Usage; *Mexicans; Problem Solving; Research Opportunities; Responses; *Rhetoric; Rhetorical Criticism; *Social Problems
IDENTIFIERS- *Mexico

Presuming that rhetorical discourse comes into existence as a response to a situation in the same sense that an answer comes into existence in response to a question, or a solution in response to a problem, then Mexico is fertile ground for rhetoric and the study of rhetoric. Mexico is a country under fire. Economic and political problems threaten the security and peace of the Mexican nation. The exigencies mirror an obviously rhetorical situation. Mexican rhetoric has Indian, Spanish, technological, and Anglo influences that are as apparent in the streets as they are in the histories and curricula. In addition, all of the rhetoric is in response to the exigencies the people of Mexico face. Official Mexican rhetoric is made up of those addresses that move through the channels and processes of power. Presidential, radio, television, newspaper, and magazine addresses are formal forms. There is also a street rhetoric comprised of unofficial drawings on public walls, rumor, and rock and roll. The rhetorical practices of Mexico warrant further examination, and can be portrayed by focusing on any number of examples of official and street rhetoric. (HOD)

ED 254 930 EA 017 594

School Staffing Ratios, 1984-85. ERS Report.

Educational Research Service, Arlington, Va.

PUB DATE- 85

NOTE- 63p.; For related documents, parts 1-3 of the 1984-85 National Survey of Salaries and Wages in Public Schools, see ED 253 946-948.

AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21712; $22.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Administrators; Clerical Workers; Comparative Analysis; Counselor Client Ratio; Elementary Secondary Education; Expenditure per Student; Librarians; National Surveys; Principals; Ratios (Mathematics); School District Size; School Nurses; Statistical Surveys; *Students; Tables (Data); Teacher Aides; Teachers; *Teacher Student Ratio

IDENTIFIERS- *Staffing Ratio; Student Administrator Ratio; *Teacher Administrator Ratio

This is a companion study to the 1984-85 National Survey of Salaries and Wages in Public Schools. This study provides data on staffing ratios by four enrollment groupings of school systems and by five per pupil expenditure levels of school systems. Its purpose is to provide schools with data useful for comparing staffing ratios for their own system with those in systems of similar enrollment size and expenditure levels. It provides indepth analysis of staffing data and meaningful comparisons of staffing ratios both within enrollment categories and in expenditure categories. The report includes 2 summary tables showing the mean number of pupils and the mean number of teachers per professional and per administrative staff member in the reporting systems; 21 tables showing percentile, distributions, means, and ranges of pupil-staff and teacher-staff ratios by enrollment groups; and 21 tables showing the percentile distributions, means, and ranges of staffing ratios by per-pupil expenditure level and enrollment group. (MD)

ED 254 958 EA 017 626

Johnson, Charles B.; Schneider, Barbara L.
Trends in Private Schools: School and Class Size Implications.
PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Catholic Schools; *Class Size; *Educational Trends; Elementary Secondary Education; *Enrollment Trends; Family Attitudes; Family School Relationship; *Private Schools; School Choice; School Policy; School Size; School Statistics; *Teacher Student Ratio; *Trend Analysis

In recent years, there has been an unmistakable trend toward private education. Private school enrollments in almost all affiliations (with the exception of Catholic schools) have increased dramatically since 1965. What is it that private schools are offering that attracts families of all races, ethnic backgrounds, and religious denominations? This study provides one possible answer to this question in a narrow sense--through a trend analysis of school size and pupil teacher ratios. Specifically, the study examined changes in per pupil teacher ratios in private elementary and secondary schools within a 5-year period. Two data tapes obtained from the National Center of Education Statistics showed that private schools had smaller class sizes in 1980 than in 1976 even though their enrollments had increased. One might expect that private schools, tied by continuous financial burdens, would absorb new pupils into existing classes and thus increase their class sizes. However, this apparently has not been the case. This paper discusses trends in class size among private schools and examines the reasons for the willingness of private schools to maintain small class sizes regardless of the financial costs. A 15-item reference list is provided. (Authors/DCS)

ED 254 988 EC 172 040

Jacobson, Vivienne
The Gifted/Learning Disabled.
PUB DATE- 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; *Gifted; *Handicap Identification; Intervention; *Learning Disabilities; Parent Role; *Student Characteristics; *Talent Identification

Identification and programing are central topics in the discussion of gifted learning disabled (LD) students. Characteristics of gifted LD students are described, including talent in the creative arts. Reasons for overlooking this population are noted, including their ability to compensate for their problems. The degree of giftedness and of learning disability, together with the type of LD and the student's personality characteristics are considered. Problems in serving gifted LD students in the resource room are described, including negative effects on the student's self concept. Suggestions are offered for identification, curriculum, the individualized education program, minimalized failure, student-teacher relationships, and the role of the parents. (CL)

ED 254 617 CE 040 120

Noyelle, Thierry J.

Work in a World of High Technology: Problems and Prospects for Economically Disadvantaged Workers. State-of-the-Art Paper.

Tennessee Univ., Knoxville. Office for Research in High Technology Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 53p.; For related documents, see CE 040 115-126. Product of the "High Technology Education: A Program of Work" Project.
CONTRACT- 300-83-0176
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Career Education; Computers; *Economically Disadvantaged; *Employment Opportunities; *Employment Problems; Higher Education; Job Skills; Job Training; Labor Force; *Labor Market; Occupational Information; *Occupational Mobility; Retraining; Skill Development; *Technological Advancement; Telecommunications; Vocational Education

This paper attempts to analyze the changing nature of work in today's economy and to investigate employment problems and mobility opportunities for disadvantaged workers. Principal dimensions of employment opportunities in the "old economy" of the 1950s and 1960s are highlighted, and the impact of the emergence of the "new economy" on the aggregate structure of employment opportunities is identified. A short review follows of how major groups of disadvantaged workers have fared vis-a-vis this new structure of employment opportunities. The analysis of the transformation of employment opportunities is refined to show how the postwar expansion of the higher education system and recent technological advances have acted to alter required skills, the process of skill acquisition, and job characteristics. These major conclusions are reached: the trend towards labor market "bifurcation" need not imply that all jobs in the labor market's lower tiers are becoming de-skilled, labor market misadjustments are occurring that require attention, the economy's continuing shift from manual to cognitive processes will continue to place a premium on better schooling and higher level training and retraining, and vocational and higher education institutions will continue to assume increasing importance in opening avenues for upward mobility. (YLB)

ED 254 668 CE 040 896

Worthington, Robert M.
Excellence in Trade and Industrial Education.
PUB DATE- 14 Jan 85
NOTE- 14p.; Keynote address presented at the Annual Convention of the Trade and Industrial Association of New Jersey (3rd, Atlantic City, NJ, January 14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advisory Committees; Agency Cooperation; *Agency Role; Coordination; Delivery Systems; Economic Development; Educational Cooperation; *Educational Improvement; Educational Policy; Federal Government; *Government School Relationship; Linking Agents; Networks; Postsecondary Education; *Public Policy; School Business Relationship; School Role; Secondary Education; Technological Advancement; *Trade and Industrial Education
IDENTIFIERS- *Department of Education; Excellence in Education

The U.S. Department of Education (DE) has initiated several planning efforts and projects geared toward the attainment of excellence in trade and industrial education (T&I). One such effort involved the formation of a task force composed of educators from the various vocational curriculum areas who were brought together to focus on the impacts of technological advancement on vocational and adult education. In addition, DE recently funded a project to develop national standards of excellence in T&I. In an effort to provide a communications link among the major components of T&I, DE recently set up a telephone conference network for use by a committee made up of State supervisors, teachers, persons involved with the Vocational Industrial Clubs of America (VICA), and other professional organizations with an interest in the delivery of T&I DE has continued to take an active interest in the formation of partnerships between vocational education and industry. Besides striving to maintain a close relationship with VICA, DE is currently in the process of working out an agreement with the Department of Labor concerning cooperative planning in the area of overseeing and improving the delivery of apprenticeship programs. (MN)

ED 254 744 CE 041 046

Mitchell, Gary; Carlson, Ralph
Identification of Electronics Competencies in Vocational Programs. Final Report.
Spokane Community Coll., WA.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 20 Dec 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Competence; Competency Based Education; *Curriculum Development; *Educational Needs; *Electronics; Electronics Industry; Electronic Technicians; *Entry Workers; *Occupational Information; Technical Occupations; Two Year Colleges; Vocational Education

A project was conducted at Spokane Community College to identify the electronics competencies required of entry-level employees in several occupations. The methodology included surveying advisory committee members and faculty members representing a variety of vocational programs at the college, and direct contact with industry. Through these efforts, the need for a peripheral electronics curriculum has been identified, a review of electronics textbooks has been completed, and the competencies of today's vocational fields have been compared to those required five years ago. Evaluation of information gained through the survey suggested that the various vocational disciplines might be separated into two broad categories--servicing and non-servicing. The distinction is based on whether or not an employee is required to analyze, maintain, or repair electronics-based equipment used in that vocation. It appeared that representatives of the vocations identified as servicing support the need for certain electronics competencies to be developed during the training period. The text search and evaluation seem to indicate that the written materials used by many electronics technician programs may be too in-depth for satisfactory use in curriculum developed to meet competency levels described. The results of this study may be used to develop curriculum packages to acquaint students in various fields with electronics. (A list of the technology requirement ratings of various occupations is included in the report.) (KC)

ED 254 758 CE 041 344

Phillips, Kathleen J.; And Others

Affective Aspects of Adult Literacy Programs: A Look at the Types of Support Systems, Teacher Behavior and Materials That Characterize Effective Literacy Programs.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Network of Innovative Schools, Inc., Andover, Mass.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 35p.; For related documents, see ED 253 772-776 and CE 041 341-343. Prepared for the National Adult Literacy Project.

CONTRACT- 400-83-0056

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adult Literacy; Adult Reading Programs; *Ancillary School Services; *Counseling Services; Day Care; Educational Assessment; Individual Development; Instructional Materials; *Program Effectiveness; *Social Support Groups; Teacher Attitudes; *Teacher Behavior

To determine the effect of attention to affective needs on the success of adult literacy programs, researchers analyzed data from 400 programs nominated by advisors to the National Adult Literacy Project (NALP), and selected a sample of 15 for the field research. The sample programs included three military, three prison, three English as a second language, two job skills centers, one library, and one community based. At each site, program administrators, teachers, counselors, and students participated in formal and informal interviews, and program materials were reviewed to gather information on (1) counseling for academic and vocational, human development, and empowerment purposes, as well as peer support and ancillary support systems (e.g., child care); (2) staff composition and teacher attitudes and behavior; and (3) types of materials and their appropriateness for student needs, concerns, learning styles, and contexts. In general, it was found that teachers carry the main burden of counseling and other support; peer support is an important need of adult learners; ancillary supports reflect a program's values; assessment of human development and empowerment gains is difficult; and the teacher's attitude of respect for the learner's background and experience is crucial to program effectiveness. (SK)

ED 254 787 CG 018 072

Anderson, Jeff; And Others
A Survey of Abuse of the Elderly in Texas.
Gray Panthers of Austin, TX.
PUB DATE- Nov 84
NOTE- 13p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
AVAILABLE FROM- Gray Panthers of Austin, 7710 West Rim, Austin, TX 78731 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); *Elder Abuse; *Family Violence; Gerontology; Helplessness; Individual Needs; *Older Adults; *Parent Child Relationship; Professional Personnel; State Surveys
IDENTIFIERS- *Texas

Many elderly persons suffer abuse and neglect from which they cannot escape. Questions concerning the extent of elder abuse, the kinds of abuse, and underlying factors associated with elder abuse in Texas were explored in a survey of professionals most likely to encounter elder abuse in their work. Questionnaires (1,508) were mailed to agencies and individuals involved in home health services, legal and social services, health care, law enforcement, and others. To guide them in identifying local conditions, respondents were given definitions for physical abuse, exploitation, verbal/emotional abuse, active neglect, and self-neglect. Results showed that elder abuse was occurring in both rural and urban areas of Texas, and that all types of abuse were occurring. Over two-thirds of the respondents indicated that they had encountered elder abuse in their work. Many reported multiple types of abuse and some included descriptions of abused elders they had encountered. The most frequently reported causative factor behind elder abuse was long-term environmental conditions. Education about the nature and causes of elder abuse is necessary for both the general public and professionals caring for the elderly. (NRB)

ED 254 614 CG 018 101

Hagestad, Gunhild O.
Family Transitions in Adulthood: Some Recent Changes and Their Consequences.
PUB DATE- Nov 84
NOTE- 18p.; Revised version of a paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Birth Rate; Death; Demography; Divorce; *Family Relationship; *Grandparents; *Marital Instability; *Midlife Transitions; *Population Trends; Remarriage; Research Needs; *Social Science Research; Stepfamily

Some family transitions have been reshaped by demographic changes in recent years. Changes in mortality patterns have expanded the duration [illegible] individual lives and family relationships. The death of a child, once an expectable part of life, is now so rare that it constitutes a major life crisis. Facing the death of one's parents, still a normal part of the human experience, is now a transition faced relatively late in life. Increased life expectancy and new rhythms in the family cycle have also altered the nature of grandparenthood in our society. Marital disruption and remarriage may be more prevalent throughout adulthood in the future. Divorce and remarriage are not only transitions for couples, but also countertransitions for the couple's parents and children. All of these changes may result in greater importance of the mother-daughter link in the creation and maintenance of family cohesion and continuity. In both demographic analyses and in the study of life patterns, researchers need to use family lineages as units of study. Research is needed on combinations of transition patterns and life changes in family units. (NRB)

ED 254 973 EC 172 024

Hand in Hand: Parents and Educators Planning for the Exceptional Child. Revised.

West Virginia State Dept. of Education, Charleston. Office of Special Education Administration.

PUB DATE- 84

NOTE- 78p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Disabilities; *Due Process; Elementary Secondary Education; Federal Legislation; *Hearings; *Individualized Education Programs; Parent Materials; *Parent Participation; Parent Rights; Parent School Relationship; State Legislation; Student Evaluation

IDENTIFIERS- West Virginia

The booklet is intended to help parents plan with educators to develop handicapped children's individualized educational programs. An initial section reviews West Virginia State and Federal laws and notes the reasons for and avenues of parent participation. Steps in education planning are then outlined for identification/referral, multidisciplinary assessment, and placement/individualized education programs (IEPs). A section on developing the IEP addresses its content, its development, parental preparation for IEP meetings, and making the most of the IEP. A final section covers due process, with notes on actions for parents dissatisfied with decisions, due process hearing steps, and the rights of hearing participants. (CL)

ED 254 681 CE 040 937

The Needs for Technology Programs in Grant County, Indiana, with Relationships to Surrounding Counties and Their Educational Programs. Manpower Report 84-2.

Purdue Univ., Lafayette, Ind. Office of Manpower Studies.

PUB DATE- 30 Apr 84
NOTE- 26p.; For related documents, see CE 040 942-943.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Associate Degrees; Continuing Education; Demography; Educational Attainment; Educational Demand; *Educational Needs; Educational Planning; Educational Supply; Employment Patterns; *Employment Projections; Engineering Technicians; Enrollment Projections; Futures (of Society); Labor Force; *Labor Needs; Needs Assessment; Postsecondary Education; Programers; Regional Planning; Supervisors; *Supervisory Training; *Technical Education; *Technical Occupations; Technology; Two Year Colleges
IDENTIFIERS- *Indiana (Grant County)

A study assessed the need for technology programs in Grant County, Indiana. After compiling background data (population projections for the region, the educational level of adults living in the region, and the number and size of firms located in the area), concerning Grant County and the counties surrounding it, the researchers formulated projected requirements for engineering technicians, computer programmers, and supervisors in the area. Next, these projections were corroborated through interviews with representatives of local industries and appropriate agencies and by comparing the local projections with national employment projections for the same occupations. As a result of an analysis of these data the following actions were recommended: authorization to implement a two-year supervision technology associate degree program in the city of Marion, provision of related adult continuing education and service courses, formation of a supervision technology advisory committee, and implementation of further labor force and training needs studies and plans. (MN)

ED 254 730 CE 041 006

Millwright Apprenticeship. Related Training Modules. 16.1-16.11 Trade Math.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 119p.; For other apprenticeship documents related to this trade, see CE 040 991-041 007. For pre-apprenticeship documents covering math (using most of the same modules) see ED 217 284-294. Many of the same modules are also contained in CE 040 963 and CE 040 977.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Arithmetic; Behavioral Objectives; Geometric Concepts; Individualized Instruction; Job Skills; Learning Modules; *Machine Tools; Mathematics Instruction; *Mathematics Skills; Measurement; Metric System; Percentage; Postsecondary Education; Ratios (Mathematics); *Technical Mathematics; *Trade and Industrial Education; Trigonometry
IDENTIFIERS- *Millwrights; Power Plant Operators; Power Plants

This packet of 11 learning modules on trade math is 1 of 6 such packets developed for apprenticeship training for millwrights. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a check list of steps the student should complete), a vocabulary list, an introduction, information sheets, assignment sheet, job sheet, self-assessment, self-assessment answers, post-assessment, instructor post-assessment answers, and a list of supplementary references. Supplementary reference material may be provided. The 11 training modules cover linear measurement; whole numbers; addition and subtraction of common fractions and mixed numbers; multiplication and division of common fractions and whole and mixed numbers; compound numbers; percent; ratio and proportion; perimeters, areas, and volumes; circumference and area of circles; areas of plane figures and volumes of solid figures; and metrics. (YLB)

ED 254 801 CG 018 088

Monitoring Compliance with the JJDP Act: Strategies for Recordkeeping and Data Collection.

Illinois Univ., Champaign. Community Research Center.

SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

PUB DATE- Jan 84

NOTE- 40p.

CONTRACT- J-012-81

AVAILABLE FROM- Community Research Center, University of Illinois at Urbana-Champaign, 505 East Green Street, Suite 210, Champaign, IL 61820.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Adolescents; Children; *Compliance (Legal); *Correctional Institutions; Data Collection; Delinquency; *Field Tests; Inspection; *Institutional Evaluation; Recordkeeping; Secondary Education; Youth Problems

IDENTIFIERS- *Deinstitutionalization (of Delinquents); Juvenile Justice System; *Monitoring

This guide was developed by the Office of Juvenile Justice and Delinquency Prevention to provide states with technical assistance on monitoring juvenile detention and correctional facilities for the deinstitutionalization and separation requirements of the Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974. Reasons for monitoring are discussed, including the requirements of monitoring by the JJDP Act to ensure the deinstitutionalization of status offenders, separation of juveniles from adults, and the removal of juveniles from jails by 1985. Definitions of secure detention and correctional facilities are given and facilities which qualify under those definitions, and therefore require monitoring, are listed. Strategies are included for identifying these facilities. Preparations for on-site monitoring are discussed and paperwork needed by monitoring agency representatives is explained. Data needed for monitoring for deinstitutionalization are described and ways to find information are suggested. A step-by-step approach for monitoring for deinstitutionalization on-site is provided. Sections on monitoring for separation and for removal are also included. Monitoring alternatives to on-site visits are described, including secondary sources of data, self-reporting, and sampling for verification. The appendices contain sample monitoring forms, letters, and rules and regulations regarding a valid court order. (NRB)

ED 254 843 CS 208 642

Marcus, Stephen
Computers and the Teaching of Writing: Variations on a Theme.
PUB DATE- 84
NOTE- 10p.; Document contains microdot printing that may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Educational Technology; Elementary Secondary Education; *Technological Advancement; *Writing Instruction; Writing Processes

Software for computer assisted instruction in writing (CAI/writing) can be described in terms of "generations." The earliest (because easiest) application of computers to writing instruction was in the area of drill and practice. By focusing on one or another element of basic skills, well-designed drill and practice software provides instruction that takes advantage of the computer's capacity for presenting information in a compelling and interactive way while keeping track of students' progress. Second generation software--or writer aids--refers to software that focuses on one or another stage of the composing process: prewriting, writing, or rewriting. This generation, in addition to including prewriting programs and using word processors, provides programs that will analyze the surface features of the students' text and give feedback on such dimensions as the degree of sexist language, jargon, or imprecise diction. Third generation software includes integrated author systems. In addition to these more traditional approaches, there is the growing availability of telecommunications networks that provide students with the opportunity to write to others, get responses, and get real responses from real readers. The field of CAI/writing is fortunate in that it has plenty of good models to choose from in the instructional arena. (HOD)

ED 254 901 EA 017 549

Spady, William G.; Marx, Gary
Excellence in Our Schools: Making It Happen. Status Report.
American Association of School Administrators, Arlington, Va.; Far West Lab. for Educational Research and Development, San Francisco, Calif.
PUB DATE- 84
NOTE- 34p.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (AASA Stock No. 021-00118; $4.50 plus $2.50 shipping and handling, prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Change Strategies; Curriculum; *Educational Change; *Educational Improvement; Educational Objectives; Educational Quality; Educational Resources; Elementary Secondary Education; Graduation Requirements; Guidelines; Instruction; Required Courses; School Organization; Staff Role; Standards; Teacher Motivation; Teaching Methods; Time Management
IDENTIFIERS- *Excellence in Education

Several major reports on the status of education in the United States have been presented to the public and to educators and government bodies in recent years. Nine of these reports provide the source material for this document on the state of the search for educational excellence: Adler's "Paideia Proposal," "A Nation at Risk," "Making the Grade," the College Board's "Academic Preparation for College," "Action for Excellence," Sizer's "Horace's Compromise"; Goodlad's "A Place Called School," "Educating Americans for the 21st Century," and Boyer's "High School." The more than 700 recommendations and guiding principals presented in these reports have been reduced to an essential 88 in this review. The document begins by examining definitions of excellence, then turns to the problem of selecting and organizing the recommendations practically. Several operationally oriented categories are used: (1) goals and curriculum priorities; (2) standards, expectations, and requirements; (3) instructional content and process; (4) school organization and instructional delivery; (5) instructional time; (6) acquiring and using available resources; and (7) staff roles, responsibilities, and rewards. A section on principles, procedures, and materials to use in acting on the recommendations in a structured, effective way completes the docment. (PGD)

ED 254 916 EA 017 579

Wholeben, Brent Edward
An Advanced Multiple Alternatives Modeling Formulation for Determining Graduated Fiscal Support Strategies for Operational and Planned Educational Programs.
PUB DATE- 24 Apr 84
NOTE- 16p.; Paper presented to the Special Interest Group on Fiscal Issues, Policy and Finance at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; Computer Simulation; Data Analysis; *Decision Making; Elementary Secondary Education; *Financial Policy; Information Processing; *Models; Program Evaluation; *Retrenchment; Standards
IDENTIFIERS- Decision Support Systems

A rationale is presented for viewing the decision-making process inherent in determining budget reductions for educational programs as most effectively modeled by a graduated funding approach. The major tenets of the graduated budget reduction approach to educational fiscal policy include the development of multiple alternative reduction plans, or scenarios, for each program under evaluation. The five main components of this model are described: program funding alternatives vector, funding criterion standards vector, coefficient data matrix, conditional policy standards vector, and decision-making optimality vector. The process this model follows during the evaluation of each program funding alternative is demonstrated through the use of simulation schematics; an example of this modeling formulation is examined, exploring how results are evaluated for their contribution to criterion standards validity and decision process reliability. Finally, a series of steps is recommended for the design, development, and use of a graduated budget reduction model. A 16-item list of selected readings and references is included. (TE)

ED 254 944 EA 017 609

Brown, E. Don
Moving toward Excellence: The Principal.
PUB DATE- Jan 85
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (New Orleans, LA, January 25-29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; *Curriculum Development; Decision Making; Educational Philosophy; *Educational Quality; Elementary Secondary Education; *Leadership; Lesson Plans; *Principals; School Administration; Scores; Staff Development; State Legislation; *State Standards; Student Evaluation; Teacher Administrator Relationship; Teacher Evaluation; Teacher Improvement
IDENTIFIERS- Excellence in Education

A program which emphasizes "moving toward excellence" is described here, as developed and practiced at the L. D. Bell High School in Hurst, Texas. The program is based on the perception that the measure of an effective principal as the instructional leader of the school can be found in the perception and implementation of curriculum development. Principals should use the four domains of instructional leadership to develop and direct a school's curriculum. Under the first domain (formative) are the following prerequisites: (1) The role of the principal is to support the philosophy and goals of the concept of "education for all"; (2) the decision-making process should include faculty and staff; and (3) the knowledge base of the principal should be continuously developed. The second domain (planning) includes: (1) a thorough knowledge of state curriculum requirements and alternatives; (2) organization and effective use of staff; and (3) provision of opportunities for teacher improvement and development. Included under the third domain (implementation) are: (1) staff hiring, (2) setting teacher performance standards, (3) instilling a "lesson model" for teachers to follow, (4) ensuring teacher familiarity with the essentials of their curriculum, and (5) providing a specific model for lesson plan writing. Evaluation, the fourth domain, includes: (1) teacher evaluation, (2) student evaluation (using test scores), and (3) public evaluation. The role of the principal in the area of curriculum and instruction is the most critical component of the schools. Eight attachments to the paper include: a sample page from a principal's training program, a list of standards of teacher performance developed and used at the school, and sample lesson plans and guidelines. (MD)

ED 254 643 CE 040 842

Attwood, Madge, Ed.

Observations of Health Care in China: Four Perspectives.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

PUB DATE- May 83

NOTE- 83p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Allied Health Occupations Education; Comparative Analysis; *Delivery Systems; Educational Practices; *Ethics; Foreign Countries; *Futures (of Society); Health Facilities; Health Needs; Health Personnel; Health Programs; *Health Services; *Physical Disabilities; Postsecondary Education; Program Improvement; Public Policy; Trend Analysis

IDENTIFIERS- *China; Yugoslavia

This collection consists of four papers dealing with the delivery of health care in the People's Republic of China. The papers resulted from a study tour of the Chinese health care system in June 1980. Included in the volume are the following papers: "A Comparison of Selected Aspects of the Health Care Systems of the Socialist Federal Republic of Yugoslavia and the People's Republic of China," by Ellen Hooker; "Ethics and Health Care in the People's Republic of China," by Bobby E. Adams; "Observations on Care of the Physically Disabled in the People's Republic of China," by Ann McElroy; and "China's Revolution in Health Care: Will It Continue?" by Madge Attwood. Extensive references are included. (MN)

ED 254 696 CE 040 972

Stationary Engineers Apprenticeship. Related Training Modules. 2.1-2.6 Safety.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 99p.; For other apprenticeship documents, see CE 040 971-990. For pre-apprenticeship documents covering safety (using many of the same modules), see ED 217 269-274. Many of the modules are duplicated in CE 040 965 and CE 040 991.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Electricity; Fire Protection; Hand Tools; Individualized Instruction; Job Skills; Learning Modules; *Occupational Safety and Health; Postsecondary Education; Safety; *Safety Education; *Trade and Industrial Education
IDENTIFIERS- Power Tools; *Stationary Engineering

This packet of six learning modules on safety is one of 20 such packets developed for apprenticeship training for stationary engineers. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a checklist of steps the student should complete), an introduction, information sheets, a vocabulary list, assignment sheet, job sheet, self-assessment, self-assessment answers, post-assessment, and instructor post-assessment answers. The six training modules cover general safety, hand tool safety, power tool safety, fire safety, hygiene safety, and safety and electricity. (YLB)

ED 254 713 CE 040 989

Stationary Engineers Apprenticeship. Related Training Modules. 19.1-19.2 Air Compressors.

Lane Community Coll., Eugene, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 45p.; For related documents, see CE 040 971-990. Many of the modules are duplicated in CE 041 003.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Energy; Energy Occupations; Equipment Maintenance; *Equipment Utilization; Job Skills; Job Training; Learning Modules; Postsecondary Education; *Power Technology; *Trade and Industrial Education
IDENTIFIERS- *Air Compressors; *Stationary Engineering

This learning module, one in a series of 20 related training modules for apprentice stationary engineers, deals with air compressors. Addressed in the individual instructional packages included in the module are types of air compressors and the maintenance and operation of air compressors. Each instructional package in the module contains some or all of the following: a lesson goal, performance indicators, a study guide, a vocabulary list, an introduction, instructional text, an assignment, a job sheet, a self-assessment activity, a post-assessment instrument, answers to the post-assessment instrument, and a list of recommended supplementary references. (MN)

ED 254 888 CS 504 872

Tucker, Linda; And Others
Prospective Teachers' Use of Behavior Alteration Techniques: Reactions to Common Student Misbehaviors.
PUB DATE- Feb 85
NOTE- 34p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Classroom Techniques; Communication Problems; *Communication Research; Communication Skills; Curriculum; *Discipline; Elementary Secondary Education; Methods Courses; *Student Behavior; Teacher Behavior; Teacher Education; *Teacher Response; Teacher Student Relationship

Pertinent to potential recommendations for communication training in teacher preparation, a study investigated prospective teachers' intended use of communication control strategies in managing student misbehaviors. As an extension of previous instructional research, a typology of common student misbehavior types (active/passive) and intensity (moderate/severe) was formulated. The subjects, 115 elementary and secondary school prospective teachers, were asked to project their use of behavior alteration techniques (BATs) in four separate scenarios reflecting this typology. The results showed that the inexperienced teachers relied on only two strategies to modify student misbehavior--self-esteem and teacher feedback--regardless of misbehavior type or intensity. In addition, the results indicated that neither the student's gender nor the teacher's anticipated level of teaching meaningfully influenced reports of intended BAT use. The findings suggest that teacher preparation should provide preteachers with early experiences in actual classroom management so that they may be able to more successfully meet the professional demands for optimal classroom management. (EL)

ED 254 989 EC 172 041

Project TAP Outreach. Early Intervention in Day Care for Minority Developmentally Delayed Children. Final Report.
North Carolina Central Univ., Durham. Dept. of Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Nov 84
NOTE- 46p.; Parts are marginally legible.
GRANT- G008301521
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Caregivers; *Day Care; Developmental Disabilities; High Risk Persons; *Intervention; *Mild Disabilities; *Minority Groups; *Outreach Programs; Staff Development

The report reviews 1 year of operation of an outreach project for minority mildly handicapped developmentally delayed high risk children. The project identified 10 day care replication sites within North Carolina, trained staff to use the model, and assisted in the implementation of the curriculum model. Teleconferencing was used in training, and inservice workshops for area day care personnel were conducted. Instructional materials developed included curriculum materials and training certificates. The project stressed cost effectiveness through teletraining sessions and use of a curriculum that called for easily available materials. Evaluation of the training of day care workers, administrators, and preservice day care teachers specifies activities designed to meet project goals. Among appended materials (one-half of the document) are the Carolina Teacher Effectiveness Rating Scale and the Early Childhood Environment Rating Scale. (CL)

ED 255 005 EC 172 058

Litvak, Judith
Language Arts and Communications Activities Guide for Special Education Teachers. Updated.
New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.
PUB DATE- Aug 82
NOTE- 179p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; *Disabilities; Elementary Secondary Education; *Expressive Language; *Language Arts; Mass Media; *Receptive Language; Special Education Teachers

The handbook, intended for use as a guide for special education teachers, presents an overview of language arts and communication skills. Instructional considerations and teaching ideas (objectives and activities) are presented for three major types of skills: (1) receptive language arts (listening skills, reading, phonics, sight vocabulary, comprehension, study skills, nonverbal communication); (2) expressive language skills (oral communication, handwriting, spelling, creative writing, writing mechanics); and (3) practical communication skills (receptive skills, oral expressive skills, and written expressive skills). The final chapter addresses ways in which the media (literature, television, newspapers, and libraries) can be used as a teaching tool. Resources listed include special education associations and organizations and special education journals. (CL)

ED 254 629 CE 040 793

Preliminary Oversight on the Job Training Partnership Act Prepared by the Subcommittee on Employment and Productivity of the Committee on Labor and Human Resources, United States Senate. 98th Congress, 2d Session. Committee Print.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- S-Prt-98-264
PUB DATE- Dec 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Disadvantaged; Dislocated Workers; *Federal Legislation; *Federal Programs; Federal Regulation; Federal State Relationship; *Job Training; Postsecondary Education; *Program Effectiveness; *Program Implementation; Program Improvement; State Federal Aid
IDENTIFIERS- Congress 98th; *Job Training Partnership Act 1982

This document summarizes the preliminary findings of U.S. House of Representatives and research on the workings of the Job Training Partnership Act (JTPA) of 1982 during its first nine months. To prepare this print, the committee conducted Congressional forums and site visits in Seattle, Washington; Cleveland, Ohio; Nashville, Tennessee; and Portland, Maine. In addition, a field hearing was held in Jackson, Mississippi. Participants in the hearings and forums included state and local JTPA administrators, local elected officials, private industry council members, educators, spokespersons for various interest groups, and representatives of community-based organizations. The committee found that, in general, JTPA appears to have generated a great deal of enthusiasm among commentators, and that transition issues seem to have been resolved. The researchers also found that some of the problems with the Act stem from lack of knowledge of its provisions, rather than from the Act itself; however, it was felt that performance standards should be adjusted so that programs were not penalized for helping more seriously disadvantaged persons. Finally, the initial findings indicated that the transition is still proceeding as the full impact of the change in public policy from the Comprehensive Employment and Training Act (CETA) to JTPA is realized and institutional adjustments are completed. The report summarizes findings in each area of the Act (job training, program requirements, youth services, dislocated workers, job development, employment service, and national activities). (KC)

ED 254 656 CE 040 860

Laster, Janet F.
Toward Excellence in Secondary Vocational Education: Using Cognitive Psychology in Curriculum Planning. Information Series No. 297.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 75p.; For related documents, see CE 040 854-856 and CE 040 858-859.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (IN297--$7.25).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; Cognitive Style; *Curriculum Development; *Epistemology; Learning; Learning Processes; *Problem Solving; Secondary Education; Skill Development; *Vocational Education
IDENTIFIERS- *Cognitive Psychology; Excellence in Education; Self Monitoring

Written for curriculum developers and vocational education instructors, this publication provides an understanding of cognitive concepts and methods using an information processing paradigm and shows how to apply this knowledge in development of curriculum and instructional plans. Chapter 1 reviews needs and characteristics of vocational education students and the objectives of vocational education to which cognitive psychology is applicable. Chapter 2 examines recent advances in cognitive psychology--the new concepts and research methods being introduced--that may be helpful to vocational educators. Chapter 3 suggests implications for what and how instructors should teach in vocational education, including expansion of content to include problem-solving, self-monitoring, and learning skills; teaching of an integrated knowledge structure; and development of critical problem-solving, self-monitoring, and learning skills by students. The chapter concludes with specific suggestions curriculum planners can use. Chapter 4 summarizes the advances and implications for curriculum and instruction and draws conclusions for helping students develop problem-solving and learning skills. Recommendations are proposed for applying cognitive psychology concepts to vocational education. These include development of a problem-solving and learning component, implementation of an information processing approach to learning, and incorporation of practice opportunities for problem solving. (YLB)

Eley, Robert H.
Updating of the Curriculum for Industrial Refrigeration Course. Final Report.
Wenatchee Valley Coll., Wenatchee, Wash.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 27 Dec 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Content; *Curriculum Development; *Education Work Relationship; *Refrigeration; *Refrigeration Mechanics; *School Business Relationship; Technical Education; Technological Advancement; Trade and Industrial Education; Two Year Colleges

A project was conducted at Wenatchee Valley College (Washington) to update the curriculum for the industrial refrigeration technician course. First, resource groups and information networks were contacted in order to obtain a wide range of available resources. In addition, contractors, manufacturers, and government agencies that serve the Pacific Northwest industrial refrigeration industry were informally interviewed to determine their needs. Although no specific information was located through the data banks, several contractors, manufacturers, and government agencies responded with a wide variety of appropriate engineering and field service manuals specific to their products and fields of expertise. Trade associations recommended texts and other materials. After evaluation of these materials and suggestions, the project members revised the curriculum to meet the needs of the refrigeration industry in the Pacific Northwest and to incorporate the latest technical information. The project also forged new relationships between the college and the area refrigeration industry so that employers were more willing to employ program graduates, companies were willing to donate equipment, and the program's enrollment increased substantially. (The course outline developed during this project, as well as a list of texts and resources, are included in this report.) (KC)

ED 254 773 CG 018 058

Brown, Bill R.; Ernst, Marvin

Optimizing Network Effectiveness: Application of General Living Theory.

PUB DATE- Nov 84

NOTE- 13p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Delivery Systems; *Individual Needs; *Needs Assessment; *Older Adults; Organizational Effectiveness; Organizational Theories; *Systems Approach

IDENTIFIERS- General Living Systems Theory

Because of the increased recognition of the multi-dimensionality of problems facing older adults and the need for greater focus on individual problems, increased efforts are being made to assess the needs of individuals. One promising area in this effort is functional assessment, which moves away from the use of chronological age, which classifies by birthdate, to a framework of analysis and testing of the individual's ability to perform natural and expected events within the natural environment. Services for the aged developed in the United States in response to preconceptions of need instead of to systematic needs assessment. As the service network evolved, the match between client needs and structured services to fulfill those needs was less than accurate. According to General Living Systems Theory, as a system's components become more numerous they become more specialized and decentralized, increasing the likelihood of conflict. The prinicples for optimizing the system then become assessment of individual need, aggregation of individual needs into a collectivity of needs, evaluation of barriers to coordination through a review of both structure and process and, finally, the minimization of conflict and the sharing of purpose. (LLL)

ED 254 788 CG 018 073

Reauthorization of the Older Americans Act: Hagerstown, Maryland. Hearing before the Select Committee on Aging. House of Representatives, Ninety-Eighth Congress, Second Session (March 31, 1984, Hagerstown, Maryland).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-98-448
PUB DATE- 31 Mar 84
NOTE- 86p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Aging (Individuals); Delivery Systems; Disadvantaged; *Federal Legislation; *Federal State Relationship; Financial Support; Hearings; *Human Services; Individual Needs; *Older Adults
IDENTIFIERS- Congress 98th; Maryland; *Older Americans Act 1965

This document presents testimony and prepared statements from the Congressional hearing held to gather information from Maryland residents on ways to improve the Older Americans Act, and to determine the needs of elders and whether or not those needs are being met. A brief history of the Older Americans Act, first passed in 1965 to improve the lives of senior citizens, is given. The need for reauthorization of this act over the years is described as a continuing effort to meet the special and changing needs of older adults. Statements are included from committee members, senior citizens, administrators, and service providers, suggesting changes and additions to the Older Americans Act. Testimony is given by Maryland directors of county commissions on aging, officers and volunteers from senior centers and programs, representatives of the Maryland Office on Aging and the Maryland Association of Senior Centers, and a member of the American Association of Retired Persons. The need for flexibility, funding changes, and programs to help older citizens in the greatest need are discussed as possible changes to be included in the reauthorization of the Older Americans Act. (NRB)

ED 254 829 CS 007 951

Prater, Doris L.; Terry, C. Ann
The Effects of a Composing Model on Fifth Grade Students' Reading Comprehension.
PUB DATE- Apr 85
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basal Reading; Beginning Reading; Comparative Analysis; Educational Theories; Grade 5; *Integrated Activities; Intermediate Grades; *Language Processing; *Models; *Prior Learning; *Reading Comprehension; *Reading Research; Reading Skills; Teaching Methods; Writing Skills
IDENTIFIERS- *Semantic Mapping

A study was conducted to determine whether students who mapped prior and post knowledge of a basal reading lesson would achieve higher scores on a comprehension test and write better summaries of those stories than would students who received traditional basal reading instruction. Subjects, 30 fifth grade students, participated in either a treatment or a control group condition. Subjects in both groups read the same six stories. The treatment group teacher identified key concepts from each story and mapped the students' prior knowledge before each reading. Then the students read to confirm the accuracy of their knowledge, clarify misinformation on their maps, and add new information. Next, they wrote story summaries and completed a comprehension test. Instruction for the control group students concentrated on vocabulary words, silent reading, oral discussion, and summary writing. Results showed that test scores of the treatment group students were markedly higher than those of the control condition students. No difference was found in the overall quality of the writing of the two groups. (FL)

ED 254 858 CS 208 809

Perrin, Robert
The Archives of "English Journal."
PUB DATE- Mar 85
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational History; *Educational Practices; *English Instruction; Professional Associations; Professional Development; *Scholarly Journals; Secondary Education
IDENTIFIERS- *Educational Issues; *English Journal; National Council of Teachers of English

A perusal of back issues of the "English Journal" since its beginnings in 1912 reveals a sense of continuity in the teaching profession. Over the years, the journal has addressed topics of interest to teachers. Some of these topics, even those from the earliest issues, shed light on current topics in English teaching, including the following: (1) teaching conditions, (2) competency testing, (3) the value of teaching literature, (4) grading, (5) beginning teaching, (6) basic writing, (7) teaching materials, (8) English as a second language, (9) writing across the curriculum, (10) dialects, (11) teaching techniques, (12) film, (13) book selection, and (14) special students. The reading of back issues provides members of the profession with a sense of where they have been and also reveals what is and is not new. In addition, back issues reveal a sense of history--not only of English teaching, but of American education and society as well. (HOD)

ED 254 873 CS 504 838

Mendel, Robin; And Others
Public Radio Programming Content by Category, Fiscal Year 1982.
Corporation for Public Broadcasting, Washington, D.C.
REPORT NO.- ISBN-0-89776-094-8
PUB DATE- 84
NOTE- 65p.; For the 1978 survey, see ED 186 021. Several pages may be marginally legible.
AVAILABLE FROM- Corporation for Public Broadcasting, 1111 Sixteenth Street, NW, Washington, DC 20036 ($3.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Broadcast Industry; Content Analysis; *Educational Radio; National Surveys; *Programing (Broadcast)
IDENTIFIERS- Corporation for Public Broadcasting; *National Public Radio; *Public Radio

Part of a series of statistical surveys on public broadcasting based on data supplied by public television and Corporation for Public Broadcasting qualified public radio stations, this report provides details of public radio program content for fiscal year 1982. The chapters include information on the following: (1) definitions and categories; (2) the status of public radio in 1982; (3) public radio programing statistics; (4) music and news/public affairs programing; (5) informational, spoken word, instructional, and special interest programing; and (6) National Public Radio and locally distributed programing. Appendixes include a discussion of the survey method and operations, computation of standard error, and the survey instruments and cover letters. (HTH)

ED 254 931 EA 017 596

Swartzloff, Robert; And Others

Challenge for Excellence.

PUB DATE- Mar 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Chicago, IL, March 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academically Gifted; Athletics; Curriculum Development; *Curriculum Evaluation; Departments; *Educational Change; Educational Planning; *Graduation Requirements; High Schools; Homework; School Business Relationship; *Secondary School Curriculum; Staff Development; Textbook Selection
IDENTIFIERS- *Excellence in Education; *McHenry Community High School District 156 IL; National Commission on Excellence in Education

In response to the National Commission on Excellence in Education Report, the McHenry Community High School District in Illinois analyzed its current high school programs. The analysis is presented under five areas: (1) instructional programs; (2) student services; (3) district planning, facility, and fiscal programs; (4) athletic and cocurricular programs; and (5) community service programs. The strengths of the programs were studied to avoid recreating components where excellence already exists. An action plan for achieving excellence, with short-range and long-range recommendations, is included in the report. The short-range recommendations are to (1) uprade graduation requirements, (2) increase the level of student mastery of basic skills, (3) improve textbook and curriculum selection, and (4) increase homework assignments. The long-range recommendations are to (1) increase and encourage staff development, (2) determine the effectiveness of departmental structures, (3) study differentiated graduation requirements, (4) improve the image of academic programs, (5) improve program planning and articulation, (6) assess the potential for development of sequential courses for gifted students, (7) develop a greater linkage with local business and industry, and (8) develop a 5-year plan for integrating microcumputers into the educational program. Included is a study of credits earned by the 1983 graduating class. (MD)

ED 254 959 EA 017 627

Klein, Susan S.

An Evaluation of the Convening Process as It Was Used in 1983-1984 to Help the State of Mississippi Implement Its Education Reform Legislation.

National Inst. of Education (ED), Washington, DC.

PUB DATE- Jan 85

NOTE- 45p.; Appendix C may not reproduce due to reduction of original pages.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Accreditation (Institutions); *Conferences; Consortia; *Cooperative Planning; Elementary Secondary Education; Models; Researchers; *Research Utilization; State Legislation; Statewide Planning; Teacher Certification; Teamwork; *Workshops

IDENTIFIERS- Mississippi; National Institute of Education

National Institute of Education (NIE) staff members have developed a convening process characterized by collaborative meetings with experts to focus on specific problems of an educational organization. The process is intended to help combine research knowledge with practical experience in order to make informed decisions quickly. This document is an evaluation report on the convening process used in 1983-84 to help the State of Mississippi implement its educational reform legislation. An NIE staff member observed the meetings and conducted interviews with the participants. Whereas some sessions involved all the participants, most involved two working groups focusing on school accreditation and teacher certification issues. Results indicate that almost all participants in both groups agreed that the convening process was better than other alternatives such as the serial use of individual consultants or library research. The process was most useful for the school accreditation group, which adhered most closely to the initial convening process model. The conceptual knowledge gained by Mississippi participants during the convening process, and reflected in the consultants' reports, was incorporated into the implementation plans developed by both working groups. (Author/TE)

ED 254 974 EC 172 025

Boliek-Uphoff, Carol; Obrzut, John E.

Investigation of the Luria-Nebraska Neuropsychological Battery--Children's Revision with Learning Disabled Children.

PUB DATE- Apr 84

NOTE- 16p.; Paper presented at the Annual Convention of the National Association of School Psychologists (Philadelphia, PA, April 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Elementary Education; *Expressive Language; *Handicap Identification; *Learning Disabilities; *Test Use; *Test Validity

IDENTIFIERS- *Luria Nebraska Neuropsychological Battery

Twenty-three learning disabled (LD) children (age 8-12 years) and 15 nondisabled children (age 8-12 years) were individually administered the Luria-Nebraska Neuropsychological Battery-Children's Revision (LNNB). Means and standard deviations for each of the test's scales were computed by group, and individual T-tests were calculated for differences between the mean scores for both groups on each scale. LD Ss appeared to score higher than brain damaged Ss of a previous study. In general, correlations between scales were higher for the LD than for the normal group. There was a strong correlation between the WISC-R Full Scale IQ and the LNNB for the LD Ss. Discriminant analysis revealed that the LNNB accurately classified 87% of the normal and 87% of the LD Ss. Stepwise discriminant function analysis revealed that the expressive scale was the variable that contributed the most of all eight measures to the significant group separation. It was concluded that the two groups were significantly different on this scale with the LD Ss having generalized expressive problems. (CL)

Smith, E. Ray; Stallard, John J.

The Changing Business Environment: Implications for Vocational Curricula. State-of-the-Art Paper.

Tennessee Univ., Knoxville. Office for Research in High Technology Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 33p.; For related documents, see CE 040 115-126. Product of the "High Technology Education: A Program of Work" Project.
CONTRACT- 300-83-0176
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Automation; *Business; Communications; Computer Oriented Programs; Computer Software; Data Processing; Electronics; Futures (of Society); Human Factors Engineering; Information Centers; *Information Processing; Man Machine Systems; *Microcomputers; *Office Occupations; Office Occupations Education; State of the Art Reviews; *Technological Advancement; Telecommunications; Word Processing; Work Environment
IDENTIFIERS- *Information Management; *Office Automation

The widespread use of the micro/personal computer and related technological advancements are having important impacts on information management in the modern electronic office. Some of the most common software applications include word processing, spread sheet analysis, data management, graphics, and communications. Ancillary hardware/software systems being used in offices to improve information management are optical character recognition, facsimile, laser copier/printer, fiber optics, microform/computer systems, networking, and dictating systems. Two other basic concepts emerging from the implementation of the micro/personal computer in business are ergonomics and the information center. Excerpts from leading business journals and independent consultants provide evidence of the importance and acceptance of electronic technologies, savings in office costs through the use of electronic technologies, the growth of computer technologies in the workplace, and the importance of the human factor in this new electronic age. Educational implications from this changing office environment include: (1) computer literacy is essential; (2) everyone should be taught the sight method of keyboarding skill; (3) students should be trained for a grouping of career-related positions; and (4) major revisions are needed at all levels of business education, teacher education, and office administration. (YLB)

ED 254 644 CE 040 848

Bishop, John
Preparing Youth for Employment.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 85
NOTE- 228p.
GRANT- NIE-G-83-0005-P-1
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Educational Needs; Educational Policy; *Educational Practices; *Education Work Relationship; *Employment Practices; Influences; *Job Training; Labor Turnover; *On the Job Training; Outcomes of Education; Part Time Employment; Policy Formation; Postsecondary Education; Productivity; Public Policy; Resource Allocation; Secondary Education; Student Motivation; Synthesis; *Vocational Education; Youth
IDENTIFIERS- Policy Research

A four-year study examined the nature and policy implications of school and employer practices to help youth prepare for employment. Data for the study were compiled from a telephone survey of 3,500 employers; a mail survey of 750 employers from across the country; 493 employers, 71 teachers, and 1,565 students from 5 major U.S. cities who participated in an employability survey; and 76 Columbus, Ohio employers who attended a half-day hiring decision seminar. In-school preparation of youth for employment and for the transition from school to work was examined from the point of view of basic skills and the problem of student motivation, part-time work during high school, high school curricula, and the selection of young workers. Employer training practices were examined with respect to the theory of on-the-job training (OJT), the magnitude of OJT, the impact of job-specific training on productivity and turnover, and reasons for underachievement in OJT. Policy implications of these practices were formulated. (This report includes 17 tables, 16 figures, 10 pages of references, and appendixes summarizing the early impact of high school achievement on wages and earnings of graduates, the contents of 6 studies on selecting young workers, and data sampling techniques used in the study.) (MN)

ED 254 669 CE 040 897

Worthington, Robert M.
Apprenticeship Training and Vocational Education.
PUB DATE- 3 Dec 84
NOTE- 18p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 3, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Role; *Apprenticeships; Cooperative Planning; Coordination; Educational Cooperation; Educational Improvement; Educational Legislation; *Educational Needs; Educational Planning; Federal Legislation; Government Role; Linking Agents; Postsecondary Education; *Program Improvement; *School Business Relationship; School Role; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Department of Education

A recent study concluded that the requirements for the completion of apprenticeship training programs should be based on competence rather than the period of participation in the programs. If providers of apprenticeship training programs are to be able to follow this recommendation and to effect other changes in the structure of apprenticeship training programs that have become necessary as a result of recent technological, demographic, and economic changes, then a strong collaborative partnership must be maintained between the vocational education and private sectors. The two sectors must provide joint support for the following: research and development, demonstration projects and activities, curriculum development and related instruction, and apprenticeship school linkage activities. In 1983, the U.S. Department of Education implemented several important projects in the areas of improvement of related instruction in apprenticeship training and improvement of linkages between vocational education and organized labor in the United States. Moreover, the new Federal legislation, the Carl D. Perkins Vocational Education Act of 1984, contains several provisions geared toward improving the linkages and collaboration between apprenticeship and vocational education. (MN)

ED 254 759 CG 017 823

Fernandez, Ephrem P.

A New Taxonomy of Cognitive Strategies for the Management of Pain.

PUB DATE- May 84
NOTE- 28p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; *Classification; Cognitive Processes; *Cognitive Restructuring; *Coping; Imagery; Psychological Patterns
IDENTIFIERS- Attention Diversion; *Pain; Self Statements

This paper presents cognitive strategies as one major approach to pain management. They are discussed as part of a trimodal system of pain management that also includes behavioral manipulations and physical intervention. The need for a standardized classification to deal with terminological inconsistency in the literature on cognitive management of pain is discussed, and a taxonomy of pain management strategies is proposed. The taxonomy offers a framework for comparison of strategies and their differing effects. Cognitive strategies are defined as techniques that influence pain through the medium of thoughts or cognitions. Three strategy categories are discussed: (1) imagery, which is subdivided into compatible emotive imagery and incompatible sensory imagery; (2) self-statements, which may be coping or reinterpretative; and (3) attention-diversion, which may be active or passive. (JAC)

ED 254 815 CG 018 102

Harkness, Charles A.
Jobs. How Do I Get There...from Here? A Worker's Guide to Finding Employment.
PUB DATE- Apr 85
NOTE- 75p.; Presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).
AVAILABLE FROM- Life Working Associates, 5078 Crystal Lake Road, Rhinelander, WI 54501.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Choice; Career Exploration; *Employment Interviews; *Job Application; *Job Search Methods; *Resumes (Personal)

This guide on job-seeking skills is designed for independent use. Part 1 reviews the basic factors involved in making a career decision. Part 2 describes the purpose of the resume and provides step-by-step instruction for writing a resume and cover letter. Examples of different styles of resumes and cover letters are included. Part 3 discusses job search strategies, and suggests job search criteria. Part 4 describes different types of employment interviews, and provides a summary of tips for effective interviewing and questions commonly asked by employment interviewers. Information about equal employment opportunities, a list of commonly used work skills, and a reference list are appended. (LLL)

ED 254 990 EC 172 042

Albuquerque Integration Model (AIM) Outreach Project. Final Performance Report, October 1, 1983-September 30, 1984.

Albuquerque Special Preschool, NM.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

PUB DATE- Sep 84

NOTE- 451p.; Parts are marginally legible. A Spanish language version of the Parent Handbook on Integration is included in Appendix E.

GRANT- G008301508

AVAILABLE FROM- Videotapes referred to in the document are available from the Albuquerque Special Preschool, 3501 Campus Blvd. N.E., Albuquerque, NM 87106.

LANGUAGE- English

EDRS Price - MF01/PC19 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Attitude Change; *Disabilities; Intervention; *Mainstreaming; Preschool Education; Young Children

IDENTIFIERS- *Albuquerque Integration Outreach Project

This final report documents the accomplishments and activities of the Albuquerque Integration Model (AIM) Outreach Project, designed to stimulate the awareness of parents and health care and education professionals regarding serving young handicapped children in settings which include their nonhandicapped peers. Progress in 14 project objectives is recounted. Research objectives are considered, including a survey of attitudes toward the handicapped; an instrument for making classroom placement decisions (both instruments are presented); analysis of the developmental progress of children enrolled in toddlers', special needs, and integrated classrooms; and examination of the placement process. Extensive appended materials include an agenda for an early childhood special education outreach fair, a parent handbook on integration (Spanish, English, and Native American versions), sample copies of the project newsletter, and a packet for volunteers. (CL)

ED 255 006 EC 172 059

Handbook for Special Education Teachers.
New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.

PUB DATE- Sep 82
NOTE- 195p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adapted Physical Education; Career Education; *Classroom Techniques; Communication Skills; *Disabilities; Elementary Secondary Education; Individualized Education Programs; Limited English Speaking; Mainstreaming; Mathematics Instruction; Reading Instruction; School Administration; Science Instruction; Social Studies; *Special Education; *Special Education Teachers; Student Evaluation; Study Skills; Teaching Methods
IDENTIFIERS- *New York City Board of Education

Intended for New York City special education teachers, the handbook presents information on classroom strategies as well as administrative matters. The initial chapter introduces quality instruction and examines aspects of the environment conducive to it. Also considered are the roles of support personnel and parents. Preparation for instruction, the subject of chapter 2, focuses on assessment, standardized testing, the individualized education program, task analysis, mainstreaming, and multicultural/multiethnic concerns. Chapter 3 addresses teaching and learning strategies, with special emphasis on developing critical thinking and problem solving skills through questioning, selecting and adapting materials, and study skills. Curriculum aspects addressed in chapter 4 include the following: New York City's Minimum Teaching Essentials (an outline of curriculum content), communication arts, reading, mathematics, bilingual special education, and career education and life skills. The final chapter explores administrative topics such as promotional policies, suspension procedures, and transportation regulations. (CL)

Stationary Engineers Apprenticeship. Related Training Modules. 3.1-3.4 Drawing.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 95p.; For other apprenticeship documents, see CE 040 971-990. For pre-apprenticeship documents covering drawing (using many of the same modules), see ED 217 275-278. Many of the modules are duplicated in CE 040 969.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; *Blueprints; *Drafting; Freehand Drawing; Individualized Instruction; Job Skills; Learning Modules; Orthographic Projection; Postsecondary Education; *Trade and Industrial Education
IDENTIFIERS- *Stationary Engineering

This packet of four learning modules on drawing is one of 20 such packets developed for apprenticeship training for stationary engineers. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a checklist of steps the student should complete), an introduction, information sheets, a vocabulary list, assignment sheet, job sheet, self-assessment, self-assessment answers, post-assessment, and instructor post-assessment answers. The four training modules cover types of drawings and views, blueprint reading/working drawings, scaling and dimensioning, and machine and welding symbols. (YLB)

Stationary Engineers Apprenticeship. Related Training Modules. 20.1-23.1 Miscellaneous.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 88p.; For related documents, see CE 040 971-989.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; *Electrical Systems; Electric Circuits; Electricity; Energy; Energy Occupations; Equipment Maintenance; Equipment Utilization; Job Skills; Job Training; Learning Modules; Postsecondary Education; *Power Technology; *Trade and Industrial Education
IDENTIFIERS- *Stationary Engineering; *Transformers

This learning module, one in a series of 20 related training modules for apprentice stationary engineers, deals with miscellaneous job skills needed by persons working in power plants. Addressed in the individual instructional packages included in the module are the following topics: transformers, circuit protection, construction of foundations for and installation of industrial equipment, and trade terms. Each instructional package in the module contains some or all of the following: a lesson goal, performance indicators, a study guide, a vocabulary list, an introduction, instructional text, an assignment, a job sheet, a self-assessment activity, a post-assessment instrument, answers to the post-assessment instrument, and a list of recommended supplementary references. (MN)

ED 254 945 EA 017 610

Lutz, Frank W.; Wang, Lee-Yen
Predicting Public Dissatisfaction: A Study of School Board Member Defeat.
PUB DATE- 4 Apr 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Boards of Education; Community Attitudes; *Elections; Elementary Secondary Education; *Models; Political Attitudes; *Prediction; Predictive Validity; Predictor Variables; School Districts
IDENTIFIERS- Board of Education Members; *Dissatisfaction Theory; *Hunt (Brock); Ohio

Using data collected in 95 Ohio school districts by Brock Hunt, this study reanalyzed those data, examined the reasons for Hunt's inability to predict a school board member incumbent's defeat, and developed a model that would have predicted those Ohio school board elections. Hunt attempted to develop a statistical model of socioeconomic-political indicators that would predict the defeat of an incumbent, but failed, as his model could only account for such defeats after the fact. It is suggested in this paper that the effect of time distorted the prediction model developed by Hunt because the model did not take account of the concept of "shrinkage." In the present study, variables which are stable and consistent across time were obtained and a dissatisfaction factor--based on the Dissatisfaction Theory of American Democracy--that took into account the number of challengers in the election was developed. It was found that, without the dissatisfaction factor, election outcomes could not be predicted, thus supporting the Dissatisfaction Theory. Many tables are supplied, and 13 references are listed. (DCS)

ED 254 682 CE 040 942

Technology Programs in Region 5, the Kokomo, Indiana Area. An Update Manpower Report. Manpower Report 84-7.

Purdue Univ., Lafayette, Ind. Office of Manpower Studies.

PUB DATE- 25 Sep 84
NOTE- 35p.; For related documents, see CE 040 937 and CE 040 943.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Associate Degrees; Computer Oriented Programs; Continuing Education; Coordination; Demography; Educational Attainment; Educational Cooperation; Educational Demand; *Educational Needs; Educational Planning; Educational Supply; Employment Patterns; *Employment Projections; Engineering Technicians; Enrollment Projections; Futures (of Society); Labor Force; *Labor Needs; *Manufacturing; Needs Assessment; Postsecondary Education; Productivity; Programers; Quality Control; Regional Planning; Supervisors; Supervisory Training; *Technical Education; *Technical Occupations; Technological Advancement; Technology; Two Year Colleges
IDENTIFIERS- Computer Assisted Manufacturing; *Indiana (Kokomo)

To assess the need for technology programs in the Kokomo, Indiana area, such background data (population projections for the region, the educational level of adults living in the region, and the number and size of firms located in the area) concerning Kokomo and the counties surrounding it were compiled. The researchers formulated projected requirements for engineering technicians, computer programmers, computer-integrated manufacturing technicians, and quality control specialists in the area. Next, these projections were corroborated through interviews with representatives of local industries and appropriate agencies and by comparing the local projections with national employment projections for the same occupations. As a result of an analysis of these data the following actions were recommended: development of a computer-integrated manufacturing technology program, provision of training for quality control specialists, development of flexible course offering schedules and special admission and counseling procedures to accommodate the special needs of adult learners, formation of an advisory committee, and increased efforts in the areas of coordination and liaison. (MN)

ED 254 731 CE 041 007

Millwright Apprenticeship. Related Training Modules. 17.1-17.13 Hydraulics.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 127p.; For related documents, see CE 040 991-041 005. Many of the same modules are duplicated in CE 040 978.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Energy Occupations; *Hydraulics; Individualized Instruction; Job Skills; Learning Modules; *Machine Tools; Maintenance; Postsecondary Education; *Power Technology; *Trade and Industrial Education
IDENTIFIERS- *Millwrights; Power Plant Operators; Power Plants; Troubleshooting

This packet of 13 learning modules on hydraulics is 1 of 6 such packets developed for apprenticeship training for millwrights. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a check list of steps the student should complete), a vocabulary list, an introduction, information sheets, assignment sheet, job sheet, self-assessment, self-assessment answers, post-assessment, instructor post-assessment answers, and a list of supplementary references. Supplementary reference material may be provided. The 13 training modules cover levers; transmission of force; symbols; basic systems; pumps; pressure relief valve; reservoirs; directional control valve; cylinders; forces, area, and pressure; conductors and connectors; troubleshooting; and maintenance. (YLB)

ED 254 774 CG 018 059

Corkery, Steven E.

The Relationship of Perceived Self-Competence to Other School Adjustment Factors.

PUB DATE- Apr 84
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (16th, Philadelphia, PA, April 18-21). This paper is based on the author's dissertation.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Anxiety; Elementary Education; *Elementary School Students; Peer Acceptance; *Self Concept; *Student Adjustment

To investigate the relationship between perceived self-competence and other variables affecting the successful adjustment and achievement of students, 400 fourth through seventh graders were surveyed using the Perceived Competence Scale for Children (PCSC), the Revised Children's Manifest Anxiety Scale (RCMAS), which consists of two scales, Anxiety and Lie, and four sociometric questions, using a roster-and-rating technique. Recent results of the Iowa Tests of Basic Skills (ITBS) were obtained for each student. Results indicated strong, positive relationships between the Cognitive PCSC scale and ITBS scores. PCSC scales and sociometric ratings were found to be significantly related. Multiple regression analyses revealed the RCMAS Anxiety scale to best predict each of the PCSC scales. ITBS results were best predicted by sociometric choices of study partners. Sex and race differences were found on many of the variables. The results of this investigation support the notion of the need for multi-faceted studies of achievement and student adjustment. (Author/LLL)

ED 254 802 CG 018 089

The Arapahoe Detention Alternatives Program.
Illinois Univ., Champaign. Community Research Center.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Mar 84
NOTE- 18p.
CONTRACT- J-012-81
AVAILABLE FROM- Community Research Center, University of Illinois at Urbana-Champaign, 505 East Green Street, Suite 210, Champaign, IL 61820.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Agency Cooperation; Children; *Delinquency; Eligibility; Group Homes; *Program Development; Program Effectiveness; Recidivism; Secondary Education; Youth Problems; *Youth Programs
IDENTIFIERS- Colorado; *Deinstitutionalization (of Delinquents); *Juvenile Justice System

The efforts of the Colorado Division of Youth Services to develop a program that would reduce the inappropriate use of secure detention of juveniles by providing intake/screening units and various nonsecure alternative detention services are described. Program goals are discussed and criteria on which detention decisions were based for the Arapahoe Detention Alternatives Program (ADAP) are outlined. The process of evaluating each youth based on these criteria and on an interview to determine if she/he could be released to parents or placed in a nonsecure alternative before recommending secure detention is described. The role of the intake staff is discussed in detail and the need for cooperation from various agencies involved in law enforcement and social services is emphasized. Several alternatives to secure detention are explained, including home detention, family shelter, and group shelter. An evaluation of the program is included which focuses on referrals to the program and population changes, recidivism rates, and fiscal results. In conclusion, the success of the ADAP is outlined, the current status of the program is described, and the development of additional intake programs in other Colorado youth detention centers and at many jails throughout the state is noted. (NRB)

ED 254 830 CS 007 952

Johnson, Dale D.; And Others

An Investigation of the Effects of Prior Knowledge and Vocabulary Acquisition on Passage Comprehension. Program Report 84-5.

Wisconsin Center for Education Research, Madison.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Nov 84

NOTE- 46p.; A report from the Program on Classroom Processes: Skill Development--Language Arts. Funding was also provided by Ginn and Company.

GRANT- NIE-G-81-0009

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Grade 4; Intermediate Grades; Language Acquisition; *Prior Learning; *Reading Comprehension; *Reading Instruction; *Reading Research; *Reading Strategies; Teaching Methods; *Vocabulary Development

IDENTIFIERS- Semantic Feature Analysis; Semantic Mapping

A study was conducted to identify the contributions of both prior knowledge and prereading vocabulary instruction to passage comprehension. In addition, semantic mapping and semantic feature analysis--instructional strategies that build upon students' prior knowledge--were compared with a modified basal approach for effectiveness as prereading instructional treatments for both vocabulary acquisition and passage comprehension. Fourth grade students from 13 classrooms were placed in either a full, partial, or control treatment group. Students in the full treatment group received prereading vocabulary instruction and read a basal passage prior to taking vocabulary and comprehension tests; subjects in the partial group either received vocabulary instruction or read the passage prior to testing; and subjects in the control group neither received vocabulary instruction nor read the passage before testing. Results showed that all three treatments were effective in teaching target vocabulary words. Significant gains were observed between the vocabulary pretest and posttest for the students receiving full and partial instruction. Findings also confirmed a strong relationship between prior knowledge and reading comprehension. Students with a high level of prior knowledge did well on the passage comprehension test regardless of treatment. While there were no significant treatment differences between subjects on the passage comprehension test, when they were grouped by prior knowledge level, there was a tendency for comprehension scores of students in the mapping and feature analysis groups to be higher than scores of those who received traditional instruction. (Lesson plan outlines are appended). (FL)

ED 254 844 CS 208 729

Epstein, Julia L.
Computers and Literature. Microcomputing Working Paper Series 84-F1.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-84-F1
PUB DATE- Jun 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Philosophy; *English Instruction; Higher Education; Learning Processes; Learning Strategies; Literary Criticism; *Literature Appreciation; *Microcomputers; Teaching Methods

The pedagogical and theoretical questions raised by the notion of using microcomputers in the teaching of literature are covered in this report, rather than the current state of computer use in the classroom. In part, the report formulates basic premises that underly what teachers do in literature classrooms and asks what skills, concepts, and content are actually taught. It analyzes types of interaction between students and other students, texts, and instructors--delivered traditionally or through microcomputer--and the process by which students interpret literature. The report concludes that while microcomputers can serve as useful tools for college literature students, there is no real evidence that they can forward the core of the learning process--the process of interpretation--that defines the undergraduate study of literature. (CRH)

ED 254 859 CS 208 815

Sullivan, Dale
Connections with the Liberal Arts and Industry: Attempts to
Legitimize the Profession of Teaching Technical Writing.
PUB DATE- Apr 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985). For a related document, see CS 208 816.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business; Higher Education; *Industry; *Liberal Arts; *Professional Development; *Professional Recognition; Scholarly Journals; Student Attitudes; *Teacher Attitudes; *Technical Writing; Writing Instruction

Because technical writing is a subject that exists in two separate contexts (a combination of practical and liberal arts), teachers of the subject must legitimize their profession by appealing to different authorities. Those attempting to strengthen the connections with the industrial world do so by (1) showing that technical writing is needed, (2) studying the way it is practiced in the real world and making present practice definitive, (3) creating courses that simulate real-life writing, and (4) emphasizing the need for teachers to have practical experience in the profession. Other writers argue that teaching technical writing is more than mere training, that writing is more than a set of techniques. Their articles can be seen as pieces of rhetoric aimed at their colleagues in the liberal arts tradition, focusing on such topics as the use of communication/rhetorical theory to evaluate present practice, the application of theory to the subject of technical writing, the definition of technical writing, and the argument that English teachers can and should teach technical writing. From a rhetorical perspective, these articles are performing a valuable service. Since their immediate audience is the community of technical writing teachers, they can be seen as epideictic discourse that reinforces the faithful and continues to shape the community's view of what the discipline is. Thirty-one references are listed. (HOD)

ED 254 874 CS 504 839

Mendel, Robin; And Others
Public Television Programming Content by Category, Fiscal Year 1982.
Corporation for Public Broadcasting, Washington, D.C.
REPORT NO.- ISBN-0-89776-095-6
PUB DATE- 84
NOTE- 99p.; For the 1978 survey, see ED 186 022.
AVAILABLE FROM- Corporation for Public Broadcasting, 1111 Sixteenth Street, NW, Washington, DC 20036 ($3.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Broadcast Industry; Content Analysis; Educational Television; National Surveys; *Programing (Broadcast); *Public Television; *Television Research
IDENTIFIERS- Electric Company; *Public Broadcasting Service; Sesame Street

Part of a series of statistical surveys of public broadcasting based on data provided by the licensees of the Corporation for Public Braodcasting, this report provides details of public television program content for the fiscal year 1982. The chapters include information on the following: (1) definitions and categories, (2) the public television system in fiscal year 1982, (3) instructional television services, (4) "Sesame Street" and "The Electric Company," (5) general and news/public affairs programs, (6) special or target audience programs, (7) local programing, and (8) PBS and prime time programing. Appendixes include discussion of the survey methods and operations, instruments and cover letters, a computation of standard error, and a chart of ITV subject matter by grade level. (HTH)

Madsen, Sandra
Strategies for Seeking Employment in the Small College.
PUB DATE- Apr 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Educational Trends; *Employment Patterns; *Employment Qualifications; Higher Education; Job Skills; *Small Colleges; *Speech Communication

Since American colleges and universities will need to hire about 500,000 faculty members in the next 25 years, it is important that speech communication graduate schools and current graduate students who will be in that labor pool think about the professional needs of small schools as potential employers of speech faculty. The academic background of an applicant is the foremost qualification to be considered in a hiring decision. Small colleges seek the best qualified people available, usually doctorates from quality graduate programs who have shown an inclination toward scholarship. The second requirement is a commitment to teaching. Small colleges can no longer afford to hire PhDs solely interested in research; the strongest selling point for these small colleges will continue to be friendly, caring treatment of undergraduates by highly educated faculty members. One other criterion is collegiality--the ability to get along with peers. Ultimately, choosing a small school for a career must reflect an individual's desire to work at the undergraduate level, to prefer active participation in the classroom to research in depth, and to view communication less as a specific field of study to be pursued in depth, and more as a central set of theories and skills that need to be integrated into the total curriculum of an institution. (HTH)

ED 254 902   EA 017 551

Homework Policies and Guidelines. Turning the Tide: An Agenda for Excellence in Pennsylvania Public Schools.

Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- Jun 84

NOTE- 46p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Educational Policy; Elementary Education; *Homework; *Policy Formation; School Districts; Staff Role; Student School Relationship

IDENTIFIERS- Pennsylvania

For homework to be effective, a clear, written policy should be developed that considers local needs, sound educational theories, and current research. This handbook is intended to assist school districts, particularly in Pennsylvania, in planning, developing, and implementing homework policies and guidelines. The booklet first briefly reviews the role of homework in education, then draws on the experiences of Pennsylvania's school districts to identify a number of critical factors that must be considered when developing homework policies. These factors include a consensus on homework's place in the educational process; identification of the roles of administrators, teachers, students, and parents; and procedures for policy implementation. A checklist of policy preparation activities and sample policies from three districts are also included. (PGD)

Wholeben, Brent Edward
Criterion Standards for Evaluating Computer Simulation Courseware.
PUB DATE- Oct 84
NOTE- 30p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (New Orleans, LA, October 17-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; *Computer Managed Instruction; *Computer Simulation; *Computer Software; *Courseware; Educational Technology; Elementary Secondary Education; *Evaluation Methods; Microcomputers; Standards
IDENTIFIERS- Decision Support Systems

This paper explores the role of computerized simulations as a decision-modeling intervention strategy, and views the strategy's different attribute biases based upon the varying primary missions of instruction versus application. The common goals associated with computer simulations as a training technique are discussed and compared with goals of application-oriented simulations. General issues related to the evaluation of general instructional computing systems are also identified, including 18 "clusters" of standards for evaluating curriculum linkage, documentation, CAI (computer-assisted instruction) elements, CMI (computer-managed instruction) elements, screen displays, student groupings, bolt requirements, range of student use, data directives/response input, user control flexibility, hardware requirements, user pretraining, teacher supervision, auxiliary motivation, reinforcement, student individualization, flow of program design, use of graphics, and error trapping. In addition, key focal points are identified that help the teacher adequately evaluate simulation courseware. Two pages of references are included. (TE)

ED 254 960 EA 017 628

Acheson, Keith
The Principal's Role in Instructional Leadership.
Oregon School Study Council, Eugene.
PUB DATE- Apr 85
NOTE- 31p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Classroom Observation Techniques; Elementary Secondary Education; Evaluation Methods; Instruction; *Leadership Responsibility; *Principals; Supervisory Methods; Teacher Administrator Relationship; *Teacher Evaluation; *Teacher Supervision; Teaching Styles
IDENTIFIERS- *Clinical Supervision; *Instructional Leadership

The role of principal as supervisor and evaluator of teachers is central to instructional leadership, and this means direct involvement through classroom observation and interaction with each teacher. Principals often neglect this role, with lack of time usually given as the reason. There are other reasons: Interacting with teachers about their teaching can be a sticky business, and they are often defensive and resentful. Principals often lack skill and training in the prerequisites for a good relationship; these include a repertoire of observational skills and recording techniques, a working knowledge of a range of instructional strategies, a set of interpersonal skills, and feedback strategies to use in conferences with teachers. There is evidence that these techniques are what teachers are looking for but in many cases are not getting. An appendix lists 31 desirable supervisory techniques for use prior to, during, and after a formal observation. A list of 14 references is provided. (DCS)

ED 254 975 EC 172 026

Brady, Patricia M.

School Psychology and the Law: Analysis of Special Education Hearing Decisions.

PUB DATE- Apr 84
NOTE- 11p.; Summary of a presentation at the Annual Meeting of the National Association of School Psychologists (Philadelphia, PA, April, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Arbitration; *Disabilities; *Due Process; Elementary Secondary Education; *Hearings; *Parent School Relationship
IDENTIFIERS- *New Jersey

Due process hearing decisions (N=116) heard in 1981-82 by the New Jersey Department of Education and in 1982-83 by the Office of Administrative Law in the New Jersey Department of State were compared in terms of four variables: (1) petitioner-respondent, (2) issue(s), (3) representation, and (4) which party prevailed. Chi-square analyses revealed several trends, including that parents are predominantly and increasingly the petitioners, that local education agencies (LEAs) more commonly prevail but the rate remains fairly constant from year to year, that the use of attornies by both parties has greatly increased, and that there was a by-issue difference in who prevailed. LEAs more frequently prevailed in issues related to 12-month programs, residential placement, programing/Individualized Education Programs, and evaluation/reevaluation. Parents more frequently prevailed in placement issue decisions. A reversal was found between the 2 years regarding classification issues, with LEAs prevailing 55% of the time in 1981-82 and parents prevailing 70% of the time in 1982-83. (CL)

ED 254 630 CE 040 795

Child Support Enforcement Amendments of 1984. Public Law 98-378.
Congress of the U.S., Washington, D.C.

REPORT NO.- PL-98-378
PUB DATE- 16 Aug 84
NOTE- 27p.; Legal citation: 42 USC 1305 on 98 Stat 1305.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Child Custody; Child Neglect; Children; Childrens Rights; *Child Welfare; *Compliance (Legal); *Federal Legislation; Federal Regulation; *Federal State Relationship; Foster Children; *Parent Responsibility; State Federal Aid; State Programs
IDENTIFIERS- *Child Support; *Child Support Enforcement Amendments 1984

This document is the text of Public Law 98-378, the Child Support Enforcement Amendments of 1984. The act amends part D of title IV of the Social Security Act to assure, through mandatory income withholding, incentive payments to states, and other improvements in the child support enforcement program, that all children in the United States who are in need of assistance in securing financial support from their parents will receive such assistance regardless of their circumstances. The act includes 23 sections covering such items as the purpose of the program, improved child support enforcement through required state laws and procedures, Federal matching of administrative costs and Federal incentive payments, special project grants to promote improvements in interstate enforcement, review of effectiveness of state programs, child support enforcement for certain children in foster care, enforcement of both child and spousal support, requirement to publicize availability of child support enforcement, state commissions on child support, medical support, Federal parent locator service, state guidelines for child support awards, availability for Aid for Dependent Children payments, collection of past-due support from Federal tax refunds, Wisconsin child support initiative, and sense of the Congress that state and local governments should focus on the problems of child custody, child support, and related domestic issues. (KC)

ED 254 715 CE 040 991

Millwright Apprenticeship. Related Training Modules. 1.1-1.8 Safety.
Lane Community Coll., Eugene, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 208p.; For other apprenticeship documents related to this trade, see CE 040 922-041 007. For pre-apprenticeship documents covering safety (using many of the same modules), see ED 217 269-274. Many of the modules are duplicated in CE 040 965 and CE 040 972.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Accident Prevention; *Apprenticeships; Behavioral Objectives; Electricity; Fire Protection; Fire Science Education; Hand Tools; Job Skills; Job Training; Learning Modules; Machine Tools; *Occupational Safety and Health; Postsecondary Education; Power Technology; *Safety; Safety Education; Safety Equipment; *Trade and Industrial Education
IDENTIFIERS- *Millwrights; Power Tools

This packet, part of the instructional materials for the Oregon apprenticeship program for millwright training, contains eight modules covering safety. The modules provide information on the following topics: general safety, hand tool safety, power tool safety, fire safety, hygiene, safety and electricity, types of fire and fire prevention, and machine safeguarding (including the Oregon Safety and Health Administration handbook). Each module consists of a goal, performance indicators, student study guide, vocabulary, introduction, information sheets illustrated with line drawings and photographs, an assignment sheet, a job sheet, a self-assessment test with answers, and a post-assessment test with answers for the instructor. (KC)

ED 254 746 CE 041 050

Wilson, Blaine R.

A Marketing and Distributive Education Curriculum Development Plan with Student Learning Objectives. Final Report.

Central Washington Univ., Ellensburg.

SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.

PUB DATE- 31 Dec 84

NOTE- 51p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Behavioral Objectives; *Check Lists; *Classroom Techniques; Competency Based Education; *Curriculum Development; *Distributive Education; Higher Education; Learning Modules; *Marketing; Units of Study

This project was conducted to design marketing and distributive education (MDE) student learning objectives and an MDE curriculum development plan. The objectives of this project were met through the following procedures: (1) basic MDE task research was identified; (2) a task force of two MDE teacher coordinators and the project director grouped worker tasks into broad competency categories using an Apple IIe personal computer and designed broad objectives for each category; (3) the objectives were sequenced; (4) student progress documents were designed that contained a list of learning objectives, a date for completion, and a quality-of-performance indicator; and (5) a curriculum development management plan was developed and inservice activities were planned to disseminate these products. Thus, three major products resulted from this study: student learning objectives for 12 marketing units of instruction, classroom management documents for each of the 12 units, and a schedule of curriculum development. Recommendations were made for further development of these products. (The bulk of the report consists of the three project documents.) (KC)

ED 254 789 CG 018 074

Smith, Gregory C.; Olson, Edith V.

Identifying the Recreational Needs of Elderly Males in a Residential Care Facility.

PUB DATE- Nov 84

NOTE- 21p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Aging (Individuals); Individual Differences; *Individual Needs; Interest Research; Leisure Time; Life Satisfaction; *Males; Morale; *Older Adults; Participant Characteristics; *Recreational Activities; *Residential Care

Despite the importance of activity programs in geriatric long-term care settings, there has been little investigation of the recreational needs, wants, and interests of male residents. A descriptive interview survey, which assessed self-reported leisure interests, time preference, and morale was given to 102 staff members and 55 male residents of a 473-bed multi-level residential care facility. Interests were dichotomized into Do Now and Would Like To Do categories. The number of Do Now activities reported correlated positively and significantly with functional ability, length of stay, and morale. No relationship was found between these variables and the reported number of Would Like To Do activities. Age and education were not significant predictors. Greatest interest was shown in Social, Sports, Educational/Cultural/Entertainment, and Nature activities. Least interest was shown in Volunteer, Craft, Organizational, and Collection activities. Nature and Trip activities were most frequently mentioned in the Would Like To Do category. Although congruence was found between staff and male residents' reports of residents' leisure interests, differences emerged between these groups on time preferences and the value of sex-segregated activities. Input is needed from both groups to insure adequate programming. (Author/NRB)

ED 254 816 CG 018 103

Redick, Richard W.; And Others
A History of the U.S. National Reporting Program for Mental Health Statistics 1840-1983. Mental Health Service System Reports: Series HN No. 3.
SPONS. AGENCY- National Inst. of Mental Health (DHHS/PHS), Rockville, Md. Div. of Biometry and Epidemiology.
REPORT NO.- DHHS(ADM)83-1296
PUB DATE- 83
NOTE- 136p.; The appendices are marginally legible because of small print.
CONTRACT- NIMH-82-MO-487717010
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Census Figures; *Demography; History; *Individual Characteristics; *Mental Health; *Patients

This report traces the history of the national reporting system for mental health statistics which started with the United States census of 1840, when the first attempt was made to enumerate "insane and idiotic" persons in the population. Section 1 traces the national reporting program on patients in mental institutions under auspices of the Bureau of the Census from 1840 until 1946. Section 2 describes the national reporting of patients in mental institutions from 1947 to 1981. Section 3 provides a summary and concluding remarks about the changes and expansion within the mental health care delivery system that have occurred over the years. Tables are included which detail the types of information gathered in the 1840-1846 censuses (e.g, agency responsible, initial and final survey years, coverage, and scope of information); the inventories of mental health facilities,1967-1981; and the client sample survey program, 1969-1981. The appendices, which make up the greater part of the report, include samples of the schedules and inventories used in the censuses, the mental health facility inventory forms, and a listing of mental health statistical notes and service system reports and other publications of the National Institute of Mental Health, Division of Biometry and Epidemiology. (LLL)

ED 254 932 EA 017 597

Greenfield, William D.

Being and Becoming a Principal: Responses to Work Contexts and Socialization Processes.

PUB DATE- 2 Apr 85

NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Education; Administrator Role; *Assistant Principals; Elementary Secondary Education; Leadership Styles; Longitudinal Studies; *Principals; *Role Perception; *Teacher Promotion; *Work Attitudes

IDENTIFIERS- *Occupational Socialization; *Role Transition

Partial results are reported from a longitudinal study that investigated role learning among teachers seeking and obtaining principalships or assistant principalships. Data were obtained from indepth interviews with 14 administrative candidates. A brief theoretical discussion classifies new administrators' job behavior according to three responses to organizational socialization and defines six binary variables that describe socializing aspects of administrator selection, hiring, and training. Findings are then discussed, beginning with those for the six socialization variables and their relationships to the three responses. The passages that follow, interspersed with quotes from interviews, briefly describe candidates' perspectives on their own situations. Novice administrators' reflections on their transition to the administrative work-world are related, and influences on the development of an "administrative perspective" are analyzed. A discussion of variables related to the development of an administrative perspective and a set of theoretical propositions conclude the paper. A bibliography is included. (MCG)

ED 254 619 CE 040 122

Matthews, John; Winsauer, John

Computer Software for Vocational Education: Development and Evaluation. State-of-the-Art Paper.

Tennessee Univ., Knoxville. Office for Research in High Technology Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Dec 84

NOTE- 87p.; For related documents, see CE 040 115-126. Product of the "High Technology Education: A Program of Work" Project.

CONTRACT- 300-83-0176

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Adult Vocational Education; *Computer Assisted Instruction; *Courseware; *Evaluation Criteria; *Instructional Material Evaluation; Learning Theories; *Material Development; Measurement Techniques; Postsecondary Education; Secondary Education; State of the Art Reviews; *Vocational Education

This paper presents a basis for judging the merits and shortcomings of computer software for vocational education and contains a comprehensive evaluation tool for educational software. The historical development of computer hardware and software as used in education is addressed. A discussion of the evaluation of educational software stresses the need for outside evaluations and describes some aids to developing and evaluating software. Available evaluations are identified. Concepts from learning theory are translated to the world of educational software; these include: classical and operant conditioning, cognitive approaches, and learning efficiency and effectiveness. Instructional models that might be derived from learning theory are analyzed. Instructional methodology for computer delivery is discussed in terms of the nature of the hardware available and the appropriateness of the software to the instructional objectives--both of which place constraints on using computers for instruction. Criteria used in available instruments for evaluating educational software are presented, including software objectives and design, acquisition, program content, hardware/software operation and the user, and compatibility and special system needs. The final section describes the evaluation instrument, which was evolved from other evaluatory systems and was pilot-tested with a variety of vocationally oriented software packages. Appendixes contain the Educational Microcomputer Software Description and Evaluation Form and sample evaluations. (YLB)

ED 254 645 CE 040 849

Warmbrod, Catharine P.; Gordon, Marilyn J.

Skills for the Changing Workplace: A Marketing Educator's Guide. Research and Development Series No. 253.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 96p.; For related documents, see ED 240 283 and CE 040 850-852.

CONTRACT- 300-83-0016

AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD253--$8.00).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Techniques; Cooperative Education; *Distributive Education; Educational Resources; Employee Attitudes; *Employment Potential; *Integrated Activities; *Job Skills; Learning Activities; *Marketing; Secondary Education; *Teaching Methods; Work Attitudes

IDENTIFIERS- Distributive Education Clubs of America; *Quality of Working Life

This three-part instructional guide was developed to assist vocational instructors in marketing education to help their students in the development of broadly applicable, nontechnical (often called quality of work life--QWL) skills. The first section of the guide describes in detail the important QWL skills needed for work and identifies specific opportunities to incorporate the development of these skills in marketing education programs. The second section of the guide presents instructional strategies as a source of ideas that the instructor can use in the classroom, laboratory, or training workplace. The description of each instructional strategy contains the following information: (1) a description of the strategy and a statement of its purpose, (2) a discussion of the QWL competencies developed through the strategy, (3) its application in marketing education curricula, (4) the overall procedure and setting of the strategy, (5) instructor and student roles during implementation of the strategy, and (6) an annotated list of resources. Three special learning activities that are unique to marketing education are highlighted: DECA (Distributive Education Clubs of America), the retail laboratory, and cooperative on-the-job training. The last section of the guide contains a list of business and industry contacts that provide resources, addresses of publishers mentioned, Small Business Administration publications, and information on the Interstate Distributive Education Curriculum Consortium (IDECC). (KC)

ED 254 657 CE 040 862

Norton, Robert E.
DACUM Handbook. Leadership Training Series No. 67.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 85
NOTE- 203p.
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (LT67--$17.50).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Coordination; *Coordinators; *Curriculum Development; Definitions; Followup Studies; Guidelines; *Inservice Teacher Education; *Job Analysis; Leaders Guides; *Leadership Training; Letters (Correspondence); Planning; Postsecondary Education; Program Development; Program Evaluation; Program Implementation; Records (Forms); *Workshops
IDENTIFIERS- *DACUM Process

This handbook is designed for use in workshops designed to prepare selected persons for the roles of Developing a Curriculum (DACUM) facilitator and/or coordinator. (The DACUM process is a low-cost approach to occupational analysis based on the premises that expert workers can describe their jobs better than anyone else can, any job can be effectively and sufficiently described in terms of the tasks that successful workers in that occupation perform, and all tasks have direct implication for the knowledge and attitudes that workers must have in order to perform the tasks correctly.) The first part of the guide describes the scope and aims of DACUM and the role of the DACUM coordinator. Discussed next are procedures for planning a DACUM workshop and selecting DACUM committee members. Guidelines for conducting a DACUM orientation, facilitating group interaction, and constructing a DACUM chart are set forth. Concluding the guide are instructions for verifying tasks and producing a DACUM chart. Appendixes to the guide (the bulk of the document) include a brief history of DACUM as well as various sample letters, forms, charts, and verification instruments for use in implementing a DACUM workshop. (MN)

Blakemore, Thomas; And Others
A Guide to Learning Style Assessment. Research and Training Center Research Report.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- 84
NOTE- 66p.
GRANT- G008300117
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Measurement; *Cognitive Style; Cognitive Tests; Evaluation Criteria; Evaluation Methods; Evaluation Needs; Guidelines; Intelligence Tests; Literature Reviews; *Perception Tests; Postsecondary Education; *Student Evaluation; Tables (Data); Testing Problems; Test Reliability; Test Reviews; *Test Selection; Test Use; Test Validity; *Vocational Evaluation; *Vocational Rehabilitation

This manuscript was written to provide rehabilitation professionals, and vocational evaluation practitioners in particular, with information about learning style assessment instruments. The first section of the guide consists of a literature review that focuses on such aspects of development of the learning styles concept as individual differences, aptitude by treatment interactions, cognitive styles, learning styles, and learning disabilities. Discussed next are various problems and issues in the application of learning styles, including matching strategies, stability of learning styles, identifying one's own learning style, teaching and learning style congruence, and the lack of technology for matching all possible learning styles. Twelve selected learning style instruments are reviewed. The remaining three sections of the guide deal with the role of learning style in vocational rehabilitation, the benefits of learning style assessment, and the limitations of existing learning style assessment instruments. A list of references is provided. Appendixes to the guide include summaries of the 12 individual learning style instruments reviewed and purchasing information about each of the instruments. (MN)

Stationary Engineers Apprenticeship. Related Training Modules.
4.1-4.5 Tools.
Lane Community Coll., Eugene, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 100p.; For related documents, see CE 040 972-990. Many of the modules are duplicated in CE 040 994.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; *Hand Tools; Individualized Instruction; Job Skills; Learning Modules; *Measurement Equipment; Postsecondary Education; *Trade and Industrial Education
IDENTIFIERS- *Stationary Engineering

This packet of five learning modules on tools is one of 20 such packets developed for apprenticeship training for stationary engineers. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: a lesson goal, performance indicators, study guide (a checklist of steps the student should complete), an introduction, information sheets, a vocabulary list, assignment sheet, job sheet, self-assessment, self-assessment answers, post-assessment, and instructor post-assessment answers. The five training modules cover measuring, layout, and leveling tools; boring and drilling tools; cutting tools, files, and abrasives; holding and fastening tools; and fastening devices. (YLB)

ED 254 760 CG 017 824

Kilpatrick, Dean G.; And Others

Mental Health Consequences of Criminal Victimization: A Random Community Survey.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.

PUB DATE- Aug 84

NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). Also sponsored by a grant from the Medical University of South Carolina.

GRANT- NIMH-R01-MH38052

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Community Surveys; Coping; Emotional Response; Females; *Mental Health; *Rape; Sexual Abuse; *Victims of Crime; *Violence

Crime victims and their problems have become the focus of considerable attention. In order to determine the effects of sexual assault versus other types of violent crime, and of completed crimes versus those attempted but not completed, 2,004 adult women (a response rate of 84.1%) completed telephone inteviews with female interviewers. Subjects were contacted using random digit dialing. On the basis of their responses to screening questions, respondents were classified into victimization groups ranging from completed forcible rape to aggravated assault to nonvictims, and then were asked questions relating to their overall mental health. The results indicated that victims of violent crimes other than rape experienced some of the same mental health problems (nervous breakdowns, suicide attempts) experienced by victims of rape and sexual molestation. However, the victms of rape and attempted molestation were found to have problems more frequently than other types of victims. While the mental health consequences of completed rape were found to be much worse than attempted rape, attempted molestation and attempted robbery had more negative mental health consequences than did the completed crimes. There was strong evidence that victimization had a profound negative impact on the mental health of victims, and that the majority of these problems came after the victimization experience. (LLL)

ED 254 845 CS 208 765

Dellit, Jim; Armstrong, Peter, Ed.

Organizing a Literature Festival in Your School. SAETA/SMMART Occasional Paper No. 1.

Society for Mass Media & Resource Technology, Elizabeth (South Australia).; South Australian English Teachers Association, Burnside.

PUB DATE- 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cultural Activities; Cultural Enrichment; Elementary Secondary Education; *Enrichment Activities; *Extracurricular Activities; Foreign Countries; Language Arts; *Literature Appreciation; *Teacher Role
IDENTIFIERS- *Australia (South Australia)

Intended for teachers and teacher-librarians in primary and secondary schools in South Australia, this booklet offers guidelines for organizing a literature festival. The booklet presents information in response to such questions as, What is a literature festival? How big does it have to be? What time is involved? Why have a literature festival? Who will communicate decisions? and When will the festival be held? The booklet concludes with a section showing how to resolve questions already raised, a random list of things that might happen, and a list of additional resources. (EL)

ED 254 991 EC 172 043

Cuthbertson, Diana; Urban, Julie V.
Project Outreach, U.S.A., Infant-Toddler, Birth-3 (Blind or Visually Impaired). Progress Report, July 1, 1983 to September 30, 1984.
International Inst. for Visually Impaired, 0-7, Inc., West Newton, MA.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 19 Dec 84
NOTE- 301p.
GRANT- G008000196; G008302068
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blindness; Early Childhood Education; Infants; Intervention; *Outreach Programs; Parent Materials; Program Development; *Visual Impairments; Young Children
IDENTIFIERS- Project Outreach USA

The report documents activities of Project Outreach, U.S.A., a 1-year outreach project designed to provide assistance and inservice training to promote the development or improvement of programs for blind and visually impaired young children. The project's goals are reviewed along with project staffing planning and preparation, and types of services provided to children (indirect), parents (primarily information and support), and professionals. The program consists of four major components: (1) home teaching for infants and their families, (2) a center-based program, (3) transition service for entrance into programs at age 3, and (4) cooperative and coordinated activities with local and state medical centers and organizations and public health programs. Outreach was provided to state education agencies in Maine and Alabama and to parent groups in Massachusetts, Connecticut, South Carolina, and New Hampshire. Outreach efforts were also provided to Boston Public Schools and various early intervention programs. Liaison activities took the form of inservice staff training, linkages, field testing, awareness activities, and spin-offs. Extensive appendixes include an evaluation summary, a resource manual for parents, and sample newletters. (CL)

ED 255 007 EC 172 060

National Parent Information and Training Center Directory, 1985.
InterAmerica Research Associates, Rosslyn, Va.; National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 85
NOTE- 39p.
CONTRACT- 300-82-0247
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; Organizations (Groups); *Parent Associations; *Parent Education

The directory lists approximately 70 parent training and information centers funded via P.L. 98-199 by the Department of Special Education and Rehabilitative Services (U.S. Department of Education). Drawn from telephone interviews with directors and/or staff members, the information for each listing includes name, address, telephone, director, contact person, geographic area served, services offered, types of referrals accepted, and other information to share. Listings are arranged alphabetically by state. (CL)

ED 254 683 CE 040 943

A Manpower Study Assessing the Needs for Purdue Technology Programs in the Bedford/Bloomington Indiana Area and Region 10. Manpower Report 84-8.

Purdue Univ., Lafayette, Ind. Office of Manpower Studies.

PUB DATE- 30 Sep 84
NOTE- 45p.; For related documents, see CE 040 937 and CE 040 942.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Associate Degrees; Continuing Education; Demography; Educational Attainment; Educational Demand; *Educational Needs; Educational Planning; Educational Supply; Electrical Occupations; Electronics; Employment Patterns; *Employment Projections; Engineering Technicians; Enrollment Projections; Futures (of Society); Labor Force; *Labor Needs; Needs Assessment; Postsecondary Education; Programers; Quality Control; Regional Planning; Supervisors; *Supervisory Training; *Technical Education; *Technical Occupations; Technology; Two Year Colleges
IDENTIFIERS- *Indiana (Bloomington)

A study assessed the need for technology programs in the Bedford and Bloomington areas of Indiana. After compiling such background data as population projections for the cities, the educational level of adults living in the region, and the number and size of firms located in the area, the researchers formulated projected requirements for engineering technicians, computer programmers, supervisors, and quality control specialists in the area. Next, these projections were corroborated through interviews with representatives of local industries and appropriate agencies and by comparing the local projections with national employment projections for the same occupations. As a result of an analysis of these data the following actions were recommended: authorization to implement an electrical engineering technology associate degree program, authorization to implement a supervision technology associate degree program provision of related adult continuing education and service courses, development and implementation of computer technology and quality control specialist programs, formation of technology advisory committees, and expansion of existing efforts in the areas of liaison and coordination. (MN)

ED 254 732 CE 041 012

Glazer, Nona Y.
Feminist Recenterings of Knowledge: Unpaid Work for Capital--Women's Domesticity Reexamined.
PUB DATE- 27 Aug 84
NOTE- 14p.; Presented at the Annual Conference of the American Sociological Association (San Antonio, TX, August 27, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Capitalism; Career Education; *Females; *Homemakers; Marxian Analysis; Services; Sex Differences; *Sex Discrimination; Sex Fairness; *Sex Role; *Wages; *Womens Studies
IDENTIFIERS- *Unpaid Labor

Industrial capitalism has encroached on household production and women's family work. In a series of interviews with women in 1979, the importance of women's activities outside the household, yet within the infrastructures on which they relied for carrying on housework and child care, became evident. The concept of work would be expanded to include the work of women as a mediating connection between the home and workplace and/or state. Women's domestic labor has been taken outside the home and/or reorganized and placed back in the home deliberately to reduce problems for capitalism and the state in capitalist society. Both private organizations and public agencies have organized their own work processes to pull in free labor of women. The source of changes in unpaid labor are complex and include owners' "dewaging" of work to increase profits, cuts in social welfare services to reduce costs, legitimization of the changes by ideologies that value individual solutions, gender relations that view women as more suited to self-service work, the ideology of democratic relations between classes, and conflicting interests among women involving race, class, and occupation. (YLB)

ED 254 775 CG 018 060

Ward, Russell A.; And Others
Fear of Crime and the Elderly: Personal, Social, and Environmental Factors.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md. Center for Studies of the Mental Health of the Aging.
PUB DATE- Nov 84
NOTE- 30p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
GRANT- NIMH-MH32999
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Fear; Individual Characteristics; Life Satisfaction; Neighborhoods; *Older Adults; Social Influences; Social Networks; *Victims of Crime

Despite low levels of criminal victimization, older people often express greater fear of crime than others. To examine the causes and consequences of such fear, 1,185 adults aged 60 and over, were interviewed about their personal characteristics, social resources, environment, subjective well-being, and lifestyle. Results showed that older people typically fear crime more than young people. However, 84 percent said they felt safe all or most of the time in their neighborhoods. Fear of crime was a reflection of both personal factors (sex, health, and income), and locational characteristics (urbanism, tract population characteristics, housing type, and satisfaction with type of people in the neighborhood). While fear reduced subjective well-being, it had little relationship to activity patterns. Social resources had little bearing on fear of crime and its consequences. The findings indicate that complex models are needed to clarify the causes and consequences of fear of crime. (BH)

ED 254 803 CG 018 090

Assessment of High Risk/High Need Youth in West Virginia.

Illinois Univ., Champaign. Community Research Center.

SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Mar 84
NOTE- 29p.
CONTRACT- J-012-81
AVAILABLE FROM- Community Research Center, University of Illinois at Urbana-Champaign, 505 East Green Street, Suite 210, Champaign, IL 61820.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Delinquency; Family Problems; *High Risk Persons; Individual Characteristics; *Individual Needs; Need Gratification; *Profiles; Secondary Education; Social Experience; Student Problems; *Youth Problems
IDENTIFIERS- *West Virginia

A study was undertaken to examine the high risk/high need youth population of West Virginia. Workers from 55 county school boards, 27 area offices of health centers, private and public psychiatric hospitals with adolescent units, juvenile probation offices, and state juvenile correctional facilities were asked to nominate certain youths as high risk/high need. A data analysis of the 2,084 nominees showed that most were white (93.1 percent), male (70.4 percent), and between the ages of 14 and 17 (approximately 76 percent). Data obtained from Personal Profile instruments completed for a random sample of nominees depicted the high risk/high need youth as living at home with his natural family, often left unsupervised, rarely involved in social activities, experiencing problems at school, and likely to have court contact for delinquency proceedings. Families of high risk/high need youth often had below average incomes and a history of alcohol and drug abuse, domestic violence, and criminal activities. The data suggested that the needs of high risk/high need youths were not being met. Recommendations based on this data include more individualized services, more coordination of services among agencies, and community analysis of available services and barriers to receiving services. (NRB)

ED 254 860 CS 208 816

Sullivan, Dale
Connections with Industry and the Liberal Arts: Attempts to Legitimize the Profession of Teaching Technical Writing. Bibliography of Articles and Papers in Technical Writing.
PUB DATE- Mar 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985). For a related document, see CS 208 815.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; Business; Educational Research; *Industry; *Liberal Arts; Professional Development; *Teaching Methods; *Technical Writing; *Writing Instruction

The 82 annotations in this bibliography describe papers and articles that relate technical writing to industry and the real world as well as to the liberal arts and the academic world. The citations are arranged into the following eight categories: (1) studies showing needs and demands in the real world; (2) studies of present practice as definitive; (3) descriptions of inhouse courses, team-taught courses, or case-method courses; (4) articles claiming that teachers of technical writing need experience in industry; (5) studies of professional writing to discover process, context, or deficiencies; (6) applications of theory to technical writing; (7) articles making connections with liberal arts or history; and (8) arguments that English teachers can make good technical writing teachers. (HOD)

Jeffries, Michael Kenneth
Topicality Arguments in Contemporary Debate: An Examination and Critique of Standards.
PUB DATE- 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conflict Resolution; *Debate; Higher Education; *Persuasive Discourse; Problem Solving; *Speech Communication; *Standards
IDENTIFIERS- *Debate Format; *Topicality Arguments

The criterion of topicality must be met by all advocates of academic debate policy in order to achieve effective and organized argument. The plan upon which each individual debate round is built must first satisfy the requirements imposed by the resolution. The policy proposal should answer the question of whether the affirmative plan, as a whole, sufficiently constitutes an example of the proposition. If the wording of the topic is exemplified by the plan presented by the affirmative advocate, then the plan may be said to be topical. However, misconception by debaters has often led to the prostitution and violation of topicality argumentation. If the use of topicality is to become more carefully exhibited and the abuse of such arguments limited, then equitable methods of determining resolutionality must be developed. The affirmative has the prerogative to define the resolution, provided that it is defined in a reasonable way. Regardless of the method used for this definition, the affirmative will probably be considered topical if the mode of definition and resultant information are reasonable. Reasonability is the fundamental basis for evaluating the debate round; a properly applied reasonability standard allows equity and mutual fairness. (HOD)

ED 254 890 CS 504 875

Vangelisti, Anita L.
A Case Study of Adolescent Girls' Speech Patterns.
PUB DATE- Feb 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985). Print is blurred and may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Behavior Patterns; Case Studies; *Communication Research; *Females; *Interaction Process Analysis; *Interpersonal Communication; Listening; Speech Communication; *Speech Habits

A study was conducted to describe the speech patterns of four adolescent girls. All four subjects were in the same eighth grade class and knew each other. Approximately 19 hours of observational data and 9 hours of interview data were collected. The descriptive framework of D. Hymes (1972), which focuses specifically on settings, participants, ends, acts, and keys of each situation that was observed, was used as a heuristic tool. Data were collected and analyzed over a period of three months, during which time the following patterns emerged: (1) the transmission of information was initiated by statements or questions that required a verbal response from the listener or a nonverbal ignoring of the speaker; (2) repetition of one's own utterance or the utterance of another was observed as a way to gain response or clarification or to engage in "phatic communion" (P. Farb, 1973); (3) speech was used as a way to reduce uncertainty; 4) verbal interaction usually took place between two or three group members at a time; (5) the relevance of one statement or question to another decreased as the size of the group increased; (6) the kinesics and paralanguage of the girls changed when a male from approximately 13 to 25 years of age was in their presence; and (7) out-group members were considered to be less desirable human beings than were in-group members. These seven patterns all functioned as methods by which to control listener attentiveness. (HTH)

ED 254 903 EA 017 555

Hawes, John R. B., Jr.
National Research and Evaluation Agenda: Chapter 2 Education Consolidation and Improvement Act.
Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 84
NOTE- 26p.; This document was prepared by the Bureau of Evaluation and the Bureau of Consolidated Educational Programs, Louisiana Department of Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Block Grants; Elementary Secondary Education; *Evaluation Criteria; *Federal Aid; Federal Programs; Federal State Relationship; *Information Needs; *National Programs; Program Evaluation; *Research Design; Research Needs; State Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2

Chapter 2 of the Education Consolidation and Improvement Act places responsibility for the design and implementation of programs using Chapter 2 funds in the hands of local education agencies, and it assigns responsibility for administering the regulations to state education agencies. No formal mechanism exists, however, for coordinating the collection and distribution of information concerning the application and evaluation of Chapter 2 activities nationwide. The agenda presented in this booklet structures an evaluation process that would permit coordination among the states. The highest priority is given to questions concerning both the impact and effectiveness of programs and the nature of the intergovernmental relations involved in Chapter 2 implementation. Other topics addressed include program delivery and services, the participation of private schools, the states' portions of Chapter 2 funds, local education agency administrative procedures, the fiscal impact and effectiveness of Chapter 2, and various special issues. The booklet also introduces the concepts behind the agenda, describes a computerized Chapter 2 evaluation data matrix kept by the Louisiana Department of Education, and outlines the summary of Chapter 2 evaluation reports being prepared by the United States Department of Education. An appendix annotates 12 research studies on Chapter 2 programs and funding. (PGD)

ED 254 918 EA 017 581

Wholeben, Brent Edward
The MICROPIK Model: Choosing Computer Systems for Instruction.
PUB DATE- Oct 84
NOTE- 40p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (New Orleans, LA, October 17-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; *Computer Software; Cost Effectiveness; Curriculum Development; Data Analysis; Educational Technology; Elementary Secondary Education; Equipment Standards; *Evaluation Methods; *Models; Purchasing
IDENTIFIERS- Decision Support Systems; MICROPIK Model

MICROPIK is a multiple-alternatives, criterion-referenced model for evaluating CAI (computer-assisted instruction) software and microcomputer hardware against selected curricular objectives. The model provides decision-modeling control over diverse interactive patterns that occur when computer hardware, courseware, and instructional objectives are compared for their value in facilitating future instructional computing needs at the district level. Using a partitioned trimatrix modeling structure, the complex interactions between hardware costs, software quality, and curriculum requirements are cross-compared, and the best instructional computing system identified. While computer modeling is somewhat complex, district-level considerations for acquisition of computer equipment and materials for educational purposes warrant a meticulous approach to decision-making, on account of the wide array of hardware and courseware becoming available on the market. Four pages of selected readings and references are included. (Author/TE)

ED 254 946 EA 017 611

Barth, Roland S.
Principal Centered Professional Development.
PUB DATE- Apr 85
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrator Education; Administrator Role; *Cooperative Planning; Elementary Secondary Education; *Inservice Education; Interprofessional Relationship; Management Development; *Principals; *Professional Development; Professional Education; Professional Training; *Resource Centers; School Supervision
IDENTIFIERS- *Harvard Principals Center MA; Harvard University MA

This paper describes a new approach devised by the Harvard Principals' Center for improving professional development for practicing principals. The approach is predicated on a novel conception of principals as life-long learners and on the proposition that principals themselves can and should assume major responsibility for all aspects of their professional development. Principals themselves were enlisted as the architects, designers, and engineers of the center. An advisory board consisting of 19 principals and 4 Harvard faculty determines the content and format of activities and plans each half-year's program around their common needs. The results of four years' experience with this approach are described. The premises of the program have been fully validated, in that principals demonstrated rigor and inventiveness in planning programs for their colleagues, a constructive dialogue has developed between university and practitioners, and principals have chosen to participate voluntarily, and do so with enthusiasm. As a consequence, a new model for professional development is emerging: the center helps principals reflect on their work, clarify their thinking through articulation, and converse with others to better understand and hence improve their practice. The success of the program is evident in its rapid growth and the spawning of similar centers elsewhere. (TE)

ED 254 961 EA 017 629

Irwin, Kathleen
Schools at the Center of Society's Values and Vision.
PUB DATE- 2 Apr 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Education; Democracy; *Democratic Values; Educational Change; *Educational Experiments; Educational Improvement; Educational Objectives; Educational Philosophy; Educational Principles; Educational Theories; Elementary Secondary Education; *Foundations of Education; Human Dignity; Individualism; Individual Power; Participative Decision Making; *School Community Relationship; Social Action; *Social Change
IDENTIFIERS- *Arthurdale Community School WV; Clapp (Elsie Ripley); Dewey (John); *Roger Clark Ballard Memorial School KY

The critical need for school reform cannot be separated from social reform. It is necessary, therefore, to go beyond the limited scope of curriculum modification to the process of learning how to take every element of an educational experience, raise it to a conscious level, and relate it to a universal struggle around a system of democratic values. The Depression-era community education experiments of Elsie Ripley Clapp provide an example of such an attempt. Clapp organized two projects aimed at demonstrating the place of education in the building of a democratic life--Roger Clark Ballard Memorial School and Arthurdale Community School. Both curricula operated from basic assumptions that represented the organized expression of Clapp's understanding of what John Dewey meant by the "social functioning of schools," "democracy as a way of life," and "creative democracy." The projects operated on the following three assumptions: (1) a democratic philosophy of life must dominate all the activities constituting the curriculum and other phases of the school program; (2) democracy and freedom result from one's own initiative and resourcefulness; and (3) individual differences must be respected. Twelve references are provided. (DCS)

ED 254 976 EC 172 027

Molenaar, Marie

Special Education: A Statistical Report for the 1982-1983 School Year and the 1980-1981 and 1981-1982 School Years.

New Jersey State Dept. of Education, Trenton. Div. of Special Education.

PUB DATE- Oct 83

NOTE- 141p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)

DESCRIPTORS- Age Differences; Classification; *Disabilities; Due Process; Elementary Secondary Education; *Enrollment; Handicap Identification; *Incidence; Minority Groups; Sex Differences; Statistical Data; Student Placement; *Trend Analysis

IDENTIFIERS- *New Jersey

The two reports compiled here are intended as aids in evaluating and planning future educational efforts for handicapped students in New Jersey. The reports include a census of handicapped pupils, their programs, the service delivery personnel and special education due process cases for the 1980-81, 1981-82, and 1982-83 school years. Each report contains tables of statistical data for such categories as: enrollment by classification and age (public and private schools); number of preschool handicapped pupils in Federal programs; staffing patterns; numbers of new classifications, referrals, evaluations and declassification; and due process reviews and hearings. An introduction to the 1982-83 report summarizes statistical trends in special education for the 1982-83 school year. These trends include a steady increase in the number of pupils classified as perceptually impaired, no identifiable age peaks in classifications that are primarily physiologically based but significant age peaks in other classifications, male representation in handicap classifications more than twice that of females, and a pattern of prevalence rates for males and females that varies both with the particular handicap and the racial/ethnic grouping. (CL)

ED 254 631 CE 040 798

Ruberg, Hilda R.; Powell, Phillip E.
You and Your Job.
Arkansas State Employment Security Div., Little Rock.
REPORT NO.- ESD-Ark-387
PUB DATE- Jan 81
NOTE- 23p.; Material previously published by the Arkansas Department of Education. For a related document, see CE 040 799.
LANGUAGE English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Choice; *Career Education; *Career Planning; Employment Interviews; Guidelines; Information Sources; Job Application; *Job Search Methods; Resumes (Personal); Secondary Education; *Vocational Adjustment

This booklet is designed to provide students with information on career planning, getting a job, and keeping a job. Discussed first are the importance of career planning and sources of career planning assistance. Guidelines are set forth for assessing one's own interests and abilities and developing short- and long-range goals. The major part of the booklet is devoted to guidelines and examples for use in preparing a personal data sheet, composing a letter of application, filling out a job application, participating in an employment interview, and writing a follow-up letter. Concluding the guide is a list of tips for holding a job successfully. (MN)

ED 254 699 CE 040 975

Stationary Engineers Apprenticeship. Related Training Modules.
5.1-5.17 Electricity/Electronics.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 352p.; For related documents, see CE 040 971-990. Many of the modules are duplicated in CE 040 964 and CE 040 992.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Electric Circuits; *Electricity; *Electronics; Energy; *Engineering Technology; Individualized Instruction; Job Skills; Learning Modules; Postsecondary Education; *Trade and Industrial Education
IDENTIFIERS- *Stationary Engineering

This packet of 17 learning modules on electricity/electronics is one of 20 such packets developed for apprenticeship training for stationary engineers. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, objectives, directions, vocabulary, overview, information sheets, self-tests, final test, task sheets, and answer keys. The 17 training modules cover basics of electricity, atomic theory, electrical conduction, basics of direct current, introduction to circuits, reading scales, using a volt-ohm-milliammeter, Ohm's Law, Power and Watt's Law, Kirchoff's Current Law, Kirchoff's Voltage Law, series resistive circuits, parallel resistive circuits, series-parallel resistive circuits, switches and relays, basics of alternating currents, and magnetism. (YLB)

ED 254 716 CE 040 992

Millwright Apprenticeship. Related Training Modules. 2.1-2.17 Electricity/Electronics.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 353p.; For related documents, see CE 040 991-041 007. Many of the modules are duplicated in CE 040 964 and CE 040 975.

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Course Content; *Electricity; *Electronics; Job Skills; Job Training; Learning Modules; Machine Tools; Postsecondary Education; Power Technology; *Trade and Industrial Education

IDENTIFIERS- *Millwrights

This packet, part of the instructional materials for the Oregon apprenticeship program for millwright training, contains 17 modules covering electricity and electronics. The modules provide information on the following topics: basics of energy, atomic theory, electrical conduction, basics of direct current, introduction to circuits, reading scales, using a Volt-O-Meter, Ohm's Law, Power and Watt's Law, Kirchoff's Current Law, Kirchoff's Voltage Law, series resistive circuits, parallel resistive circuits, series-parallel resistive circuits, switches and relays, basics of alternating currents, and magnetism. Each module consists of a goal, performance indicators, student study guide, vocabulary, information sheets illustrated with line drawings, a task sheet with answers, a final test, and a student evaluation form. (KC)

ED 254 747 CE 041 051

Black, Jan L.; Roelofs, Alice R.

Whole Life Program. The Acculturation Model of Interdependent Apartment Living for Adults with Disabilities. Interfacing Individual Rights with the Responsibilities of Community Living. Continuing Education Courses through College for Living.

Adult Learning Systems, Inc., Ypsilanti, MI.

PUB DATE- 84

NOTE- 180p.; For related documents, see CE 041 041 and CE 041 052.

AVAILABLE FROM- Adult Learning Systems, Inc., 813 East Michigan Avenue, Suite 207, Ypsilanti, MI 48197 ($15.00).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Adult Education; Caseworker Approach; Continuing Education; *Daily Living Skills; *Deinstitutionalization (of Disabled); Developmental Disabilities; *Disabilities; Emotional Disturbances; Health Services; Physical Disabilities; Program Design; Program Development; Program Evaluation; *Program Implementation

IDENTIFIERS- *Independent Living; *Whole Life Program

This book is a resource for human service professionals with detailed information necessary to start, maintain, monitor, assess, and reevaluate a program targeting independence. It describes the Whole Life Program, an interdependent apartment program combined with continuing education for adults with developmental, physical, and emotional disabilities. Section I, Planning and Development, begins with an introduction to the concept of a Whole Life Program. Chapters 2-8 explore the process of running the program. Chapter 2 considers program structure and design. Chpater 3 looks at implementation and modifications that may be needed. Chapter 4 explores curricula, the adult education component, and program evaluation elements. True-life anecdotes from various phases in the Whole Life Process appear in chapter 5. Chapter 6 discusses the health advocacy role in all phases of the Whole Life program. Chapter 7 addresses tasks of case management. Future designs for growth are examined in chapter 8. Section II is the Whole Life Program operations manual. Chapters cover philosophy, assessment, intake, support services, structure, curriculum, evaluation of participant progress, management of individual funds, emergency procedures, emergency beeper system, nutritional standards, psychological concerns, medical concerns, exit, and vehicle usage and maintenance. Instruments and necessary forms are provided. (YLB)

ED 254 790 CG 018 075

Banziger, George
The Life-Span Perspective and Attribution Theory.
PUB DATE- 19 Nov 84
NOTE- 25p.; Paper presented as part of the symposium, "Some Integrational Themes of Social Psychology and Gerontology," at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement; *Adult Development; Age Differences; Aging (Individuals); *Attribution Theory; Change Strategies; Cognitive Structures; *Cognitive Style; Failure; Gerontology; *Older Adults; *Self Concept
IDENTIFIERS- Life Span

Attribution theory and gerontology would be enriched by the application of a life-span approach to attribution, involving increased attention to the age of the stimulus person and developmental factors associated with self-attribution. In studies on achievement attributions about older people, chronological age appears to be a more salient cue for failure than for success, but findings in this area may be task-dependent. Research on attributions made by older persons indicates that older respondents do not use information about past history when making attributional judgments. This may be due to a cognitive difference in the ability to process multiple sources of information, but a clear conclusion cannot be made on the basis of present research. Recent investigations involving immediate attributions by older persons about their own intellectual behavior offer promising approaches to uncovering information about self-serving biases and attributional judgments which are appropriate to older persons. Practical implications of attributional research include attribution therapy for older persons with self-debilitating attributions, changing attributions which perpetuate negative stereotypes about older people, and examining the attributional correlates of personal control in institutionalized older people. (Author/NRB)

ED 254 817 CG 018 104

Shull, Jan

Adolescent Development: A Course for the Child Care Worker.

Ball State Univ., Muncie, IN. Social Research and Service Center.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 83
NOTE- 63p.
GRANT- IN-CW-TE-10-82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Development; *Behavior Patterns; *Child Caregivers; Child Welfare; *Developmental Tasks; Inservice Education; Learning Modules; Peer Relationship; Teaching Guides; Values Clarification

This instructor's manual presents a course designed to help the child care worker gain a better understanding of normal adolescent development, by focusing on adolescent behavior and developmental tasks, and by exploring ways in which adolescents may accomplish these developmental tasks. The manual is divided into four sessions which may involve 1 to 2 hours each, or which may be presented in a 1-day workshop format. The format for the sessions consists of a lecturette, followed by a series of exercises which may be used with the total group, with individuals, or with small groups of three to six persons. The session topics include adolescent behavior, developmental tasks, physical and sexual maturation, establishing independence and autonomy, peer relationships, and forming a personal identity. Instructor materials and color-coded handouts for participants are included in the manual. (MCF)

ED 254 831 CS 007 953

Groff, Patrick
Myths of Reading Instruction. Revised Edition.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 300p.
CONTRACT- NIE-P-0005
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Context Clues; Dictionaries; *Educational Theories; Elementary Education; Learning Modalities; *Learning Processes; Oral Reading; *Phonics; Reading Comprehension; *Reading Instruction; *Reading Strategies; Reading Tests; Sight Method; Sight Vocabulary; Spelling; *Teaching Methods; Word Recognition

Intended to help dispel several unsupported "myths" about reading instruction, this book analyzes a selected group of teaching practices that have been supported by reading experts but not by research findings. The "myths" discussed in the first 12 chapters of the book are as follows: (1) phonics hinders comprehension; (2) unpredictable spelling invalidates phonics; (3) children learning to read should first be taught whole, or sight, words; (4) reading is best taught in sentences; (5) context clues are all-important to beginning readers; (6) word length makes no difference in beginning reading instruction; (7) learning modalities and instruction should be matched for children to learn best; (8) letter names are unimportant; (9) children need to be taught dictionary syllabication to help them acquire reading skills; (10) reading tests should be replaced with oral reading miscue analysis; (11) subvocalization is bad; and (12) oral reading is dangerous. The remaining three chapters of the book discuss why the myths prevail and how they can be dispelled, and present an annotated bibliography of reviews of research on phonics. (FL)

ED 254 933 EA 017 598

Henderson, Anne

Anything Goes: An Analysis of the Education Department's Monitoring of Chapter 2 in 21 States.

PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Administrative Principles; *Block Grants; *Compliance (Legal); Elementary Secondary Education; Federal Aid; Federal State Relationship; Private School Aid; Private Schools; *Program Administration; Public Schools; School Districts; *State Departments of Education; State School District Relationship
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2; National Committee for Citizens in Education

In 1984 the Education Department (ED) began to monitor state education agencies' (SEA) administration of the education block grant known as "Chapter 2." ED staff visited 21 states, the District of Columbia, and Puerto Rico and found many serious problems among the SEAs and local education agencies (LEAs). The problems are divided into five major areas with the percentages of states having problems in each area cited as follows: (1) public and parent involvement, 56 percent; (2) SEA controls over SEA programs, 52 percent; (3) SEA monitoring of LEA programs, 83 percent; (4) SEA/LEA oversight of private participation, 70 percent; and (5) SEA/LEA guarantees of private participation, 78 percent. Within these areas, of the 87 different items identified as needing correction, 39 percent concerned private school participation and, of these, 62 percent concerned assurances of maximum benefit, rather than controls over possible abuse. Although ED holds the SEAs responsible for assuring that the program is run properly in local districts, the law, regulations, and ED's "non-regulatory guidance" (NRG) are ambiguous about SEA authority. Ironically, ED can justify compromising the Administration's policy of noninterference by pointing out that it must ensure that states guarantee maximum benefit to children in private schools. (MLF)

ED 255 008 EC 172 061

National Information Center for Handicapped Children and Youth. Fact Sheets and Newsletters .

InterAmerica Research Associates, Rosslyn, Va.; National Information Center for Handicapped Children and Youth, Washington, DC.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 84
NOTE- 105p.
CONTRACT- 300-82-0247
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130) Collected Works - General (020)
DESCRIPTORS- Autism; Cerebral Palsy; Deafness; Definitions; *Disabilities; Elementary Secondary Education; Emotional Disturbances; Epilepsy; Hearing Impairments; Incidence; Learning Disabilities; Mental Retardation; Physical Disabilities; Severe Disabilities; Speech Handicaps; *Student Characteristics; Teaching Methods; Visual Impairments

This document consists of a compilation of fact sheets and newsletters on specific topics related to handicapped children and youth. The specific titles are as follows: (1) General Information about Handicaps and People with Handicaps; (2) Sources of Help and Information; (3) Autism; (4) Cerebral Palsy; (5) Deafness; (6) Down's Syndrome; (7) Emotional Disturbances; (8) Epilepsy; (9) Learning Disabilities; (10) Mental Retardation; (11) Severe Handicaps; (12) Speech and Language Impairments; (13) Spina Bifida; (14) Visual Impairments; (15) Physical Disabilities and Special Health Problems; (16) Work and the Severely Handicapped: The Transition for Youth; (17) Self-Advocacy: How to Be a Winner; (18) Teaching and Learning in Remote Schools: A Dilemma beyond Rural Education; (19) You Are Not Alone: For Parents When They Learn That Their Child Has a Handicap; (20) Parents Helping Parents and Other Parent Support Activities; (21) Teaching Children with Handicaps: Some Implications; (22) Attitudes (towards students with handicaps); (23) Teacher Centers: Teachers Helping Teachers; (24) The Teacher/Parent Relationship; (25) Classroom Management; (26) Print Sources for Information; and (27) National Parent Group RoundTable (1983 proceedings). (CL)

ED 254 658 CE 040 863

Balogh, Judy; And Others
Beyond a Dream: An Instructor's Guide for Small Business Exploration. Leadership Training Series No. 68.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED). Washington, DC.
PUB DATE- 85
NOTE- 253p.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (LT68--$25.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Behavioral Objectives; Business Administration; *Career Exploration; Curriculum Guides; Decision Making; Dislocated Workers; Displaced Homemakers; *Entrepreneurship; *Planning; *Self Evaluation (Individuals); *Small Businesses; Teaching Methods; Transparencies; Units of Study
IDENTIFIERS- Resource Utilization; *Self Employment

This 10-unit training package is intended for use by educators and trainers to help displaced adults determine their self-employment potential (goal 1) and to guide them in developing a personal plan of action for a small business start-up (goal 2). Units 1-4 relate to the accomplishment of goal 1, and units 5-10 relate to the accomplishment of goal 2. The units are Assessing Self-Employment Potential, Evaluating Business Skills, Building a Support System, Assessing Personal Finances, Completing a Product or Service Survey, Conducting a Competitive Market Survey, Planning a Business, Developing a Business Plan, Using Resources Available for Small Business Owners, and Developing a Personal Plan of Action. Each unit begins with an introduction that includes the following items: topic, purpose, objectives, a list of needed materials, products (tangible results produced by participants), assignment, instructor notes (techniques and methods), and estimated time. A well-defined course of action follows. A left-hand column (content) provides a summary of the materials to be covered, which are presented in an inductive way. The right-hand column (process) suggests techniques and methods to be used. The instructional aids (handouts and transparencies) conclude each unit. (YLB)

ED 254 671 CE 040 913

Foth, Lawrence; Dunlap, Joyce
Supporting Excellence in Vocational Education through Evaluation. Annual Evaluation of Vocational Education in Kansas, 1982-83.
Kansas State Advisory Council for Vocational Education, Topeka.
PUB DATE- Jan 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; Annual Reports; Educational Finance; Educational Innovation; *Educational Needs; Educational Philosophy; *Education Work Relationship; Employment Programs; Evaluation Methods; Program Costs; *Program Effectiveness; Program Evaluation; *Program Improvement; School Role; Secondary Education; *State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS- Excellence in Education; *Kansas

This report on vocational education in Kansas covers the following four areas: evaluation of programs, services, and activities proposed in the state plan for the year under review; analysis of policies for distribution of Federal funds; review of the state's evaluation activities; and assessment of the extent to which employment and training programs represent an integrated and coordinated approach. The report focuses on some implications of recent studies for education, including the desirability of all students learning basic skills, the avoidance of early tracking which limits options for some students, the necessity of helping students understand that the world of work changes rapidly and they must prepare for it by acquiring generic rather than specific skills, and the necessity of some vocational education for all students. Recommendations made regarding distribution of categorical funds include relating program improvement to research by hiring a full-time staff person, distributing funds with a focus on strengthening programs that meet identified needs, including finance and planning persons on the committee that reviews grant proposals, and identifying and carrying over model solutions to other areas. The study also recommended that the State Board of Education consider alternatives to the distribution of funds to secondary schools, directing funds to identified program needs on a short-term basis. Finally, the report recommends that evaluation procedures should be upgraded and that increased emphasis be placed on coordination of employment and training programs. (KC)

ED 254 761 CG 017 986

Shore, Elsie R.

Knowledge and Use of Alcohol among Business and Professional Women.

PUB DATE- 25 Aug 84
NOTE- 18p.; Paper presented at the Annual Conference of the American Psychological Association (Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholic Beverages, *Drinking; *Employed Women; *Knowledge Level; Professional Personnel; Sex Differences

Research into the effects of alcohol on women suggests that women cannot adopt male drinking patterns and expect similar short and long term effects. To investigate the alcohol consumption rates of women employed in managerial and professional occupations, the extent of knowledge about the effects of alcohol, especially those specifically relevant to women, and to assess personal predictions of alcohol effects, 147 women and 94 men were surveyed. The subjects, who were employed in business and professional positions, completed a questionnaire including demographic information, the Alcohol Information Questionnaire (AIQ), and a measure of alcohol consumption. In addition, participants' personal predictions of alcohol effects in three conditions were combined with their weight, corrected for gender, to obtain a blood alcohol concentration (BAC) for each condition. Results showed that the majority of men and women report drinking alcoholic beverages; analysis of consumption by gender did not yield significant results. Large numbers of respondents had general information about alcohol, while fewer respondents answered questions dealing with directly useful information. There was no significant difference between male and female participants on knowledge of alcohol effects on women. Large numbers of respondents were unable to correlate amount of alcohol consumed with the effects of that consumption. (Four data tables and the AIQ are appended.) (MCF)

ED 254 846 CS 208 787

Hayes, Christopher G.
A Classification and Review of Basic Writing Rhetorics.
PUB DATE- 18 Mar 83
NOTE- 23p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 17-19, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Basic Skills; *Educational Philosophy; Higher Education; Teaching Methods; Teaching Styles; Textbook Evaluation; *Textbooks; *Textbook Selection; *Writing Instruction; Writing Processes
IDENTIFIERS- *Basic Writing

In a "College English" article, B. M. Kroll describes the educational and philosophical foundations of three perspectives on the teaching of writing: interventionism, maturationism, and interactionism. These three developmental perspectives offer a useful way of reviewing, evaluating, and classifying textbooks written for basic writers. The predominant philosophy of basic writing instruction is interventionism. Essentially, an interventionist sees the purpose of the teachers and textbook as being to intervene in the learning process in order to teach the conventions of acceptable form and usage. Thus, an interventionist course is teacher- and text-centered. Two interventionist textbooks are William Kerrigan's "Writing to the Point: Six Basic Steps," and J. D. Gallo and H. W. Rink's "Shaping College Writing." The maturationist perspective assumes multiple realities, individual voices, and diverse forms. The maturationist composition course centers on exploring the mind of the writer rather than on prescriptive conventions. R. B. Donald and others' "Writing Clear Paragraphs" is a maturationist textbook, somewhat similar in format to the Gallo and Rink book. The interactionist approach attempts to balance text, writer, and reader in the active process of creating a particular message in an appropriate form for an identified audience. Examples of interactionist texts include "Writing Without Teachers" by P. Elbow and "Writers Writing" by Lil Brannon, Melinda Knight, and Vara Neverow-Turk. A 24-item annotated bibliography on Basic Writing rhetorics is appended. (HTH)

ED 254 876 CS 504 849

Bayless, Ovid L.; Moody, Barbara S.
The Speech Communication Methods Course in Secondary Teacher Preparation Programs in Arkansas.
PUB DATE- Oct 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- Education Work Relationship; *Graduate Surveys; Higher Education; *Methods Courses; *Preservice Teacher Education; Professional Development; *Program Effectiveness; Secondary School Teachers; *Speech Communication; *Teacher Education Curriculum; Vocational Followup
IDENTIFIERS- Arkansas

A 40-item questionnaire was used to collect data in a study that (1) profiled speech communication education graduates of Arkansas colleges and universities from 1975 through 1980, (2) characterized their teaching positions during this time, and (3) determined the nature, effectiveness, and value of the speech communication methods course they completed while in college. Subjects were 69 speech communication education graduates from one of the selected Arkansas teacher training institutions. Responses revealed that most subjects had earned credit beyond a bachelor's degree, but few had actually attained an advanced degree. Only a small number of respondents belonged to professional speech communication groups at either the state, regional, or national level, and none taught only speech communication. As for the methods course, only 17 of 30 subjects indicated that the class was time well spent, with instruction in course and lesson planning preparation identified as the most helpful units in the course. Finally, respondents felt that methods course instructors spent too much time on professional organizations, behavioral objectives, and current issues in speech communication education. (HOD)

ED 254 919 EA 017 582

Wholeben, Brent Edward
Modeling Elementary and Secondary School Closures through MAM.
PUB DATE- Oct 84
NOTE- 78p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (New Orleans, LA, October 17-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board of Education Policy; *Computer Simulation; *Consolidated Schools; Data Analysis; Elementary Secondary Education; Mergers; *Models; Rezoning; *School Closing; *School District Reorganization; School District Size
IDENTIFIERS- Decision Support Systems; Hierarchical Decision Models; Multiple Alternatives Model

Decreasing fiscal budgets and declining student enrollments have forced many school districts to evaluate the alternative strategies in closing certain elementary or secondary schools either temporarily or permanently, for purposes of consolidation. For rural and other small districts, the strategy of multiple district consolidation (merger) has also been attempted in order to best allocate limited resources. A multiple-criterion model was introduced in 1978 in a major American Midwestern city for such purposes. This model has been enhanced not only to evaluate schools for the potential benefits to the district of temporary versus permanent closure, but so that it can also be used for reallocating school districts. The process is completely computer-modeled and employs standard statistical computations to assess the effect on the district of sample alternative closure schemes. A 16-item list of selected readings and references is included. (Author/TE)

ED 254 992 EC 172 044

Supporting Extended Family Members (SEFAM) Program. An HCEEP Demonstration Project. Final Report, August 1, 1981-October 30, 1984.

Washington Univ., Seattle. Child Development and Mental Retardation Center.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 11 Jan 84
NOTE- 327p.; For Appendix B, Father's Program Handbook, see EC 172 045.
GRANT- G008100080
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Family Relationship; *Fathers; *Siblings
IDENTIFIERS- *Supporting Extended Family Members Program

The report documents the progress and accomplishments of the SEFAM (Supporting Extended Family Members) Program, which developed model programs for fathers, siblings, and grandparents. The first section summarizes staff efforts for five project objectives: (1) to develop, expand, test, and refine the pilot "Fathers and Infants/Toddlers" program to encompass fathers, siblings, and other members of handicapped young children's extended families in a replicable model program; (2) to coordinate model planning and development with personnel from the state education agency, public schools, community service organizations, and professionals from other disciplines; (3) to design and field test a curriculum using strategies for increasing family members' skills in coping with, interacting with, and educating their child with special needs, and in fostering a nurturing environment; (4) to develop field test, and refine products concerning the evolving and final model (including curriculum materials and assessment procedures); and (5) to disseminate information on the model to professional, governmental, and general audiences and to make available product materials and products. Extensive appended information (in Appendix A, the bulk of the document) includes "Supporting Fathers of Handicapped Young Children: Preliminary Findings of Program Effects" (P. F. Vadasy, et al.), "Fathers of Children with Handicaps: Developmental Trends in Fathers' Experiences over the Family Life Cycle" (D. J. Meyer), "Supports from Religious Organizations and Personal Beliefs" (R. R. Fewell), and "They Became a Substitute Family" (C. T. Moeller), the Father's Program on 32 fathers of handicapped children and a paper on developmental trends in fathers' experiences over the family life cycle. (CL)

ED 254 620 CE 040 123

Hunter, Beverly; Aiken, Robert

Computer Literacy in Vocational Education: Perspectives and Directions. State-of-the-Art Paper.

Tennessee Univ., Knoxville. Office for Research in High Technology Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 80p.; For related documents, see CE 040 115-126. Product of the "High Technology Education: A Program of Work" Project.
CONTRACT- 300-83-0176
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Automation; *Computer Literacy; Computers; Educational Needs; Employment Projections; *Futures (of Society); *Job Skills; Postsecondary Education; Secondary Education; *Technological Advancement; *Vocational Education

In view of the rapid change in computer-related technologies and their societal applications, one would expect diverse opinions among educators about the need for computer literacy in schools and the best methods of attaining it. In addition, the definition of computer literacy has continually changed along with changing technological applications in various sectors of society. Indicators of the integration of computer-related tools, methods, and concepts into the curricula of vocational education programs are found in state and local education agencies' policies, curriculum guidelines, topics at vocational education conferences, teacher training, textbooks, and software developments. Because of the current information revolution and the lack of appropriate mechanisms for vocational education to anticipate change, the rapid technology change makes predictions concerning skills requirements uncertain. Views regarding the impact of automation on employment include the less-skill perspective, the more-skill perspective, and the view that society is in a period of transformation or paradigm shift. Vocational education needs to find methods not only to respond to the changing workplace but to anticipate changes in it. (Appendixes include a study of computer literacy requirements in three sample occupations and a study of vocational instructors in computer specialist occupations.) (YLB)

Warmbrod, Catharine P.; And Others

Skills for the Changing Workplace: A Business and Office Educator's Guide. Research and Development Series No. 254.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 102p.; For related documents, see ED 240 283 and CE 040 849-852.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD254--$8.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; *Business Education; Classroom Techniques; Communication Skills; Cooperative Education; Decision Making Skills; Economics; *Educational Resources; Employee Attitudes; *Employment Potential; *Integrated Activities; Interpersonal Competence; *Job Skills; Learning Activities; *Office Occupations Education; Organization; Planning; Problem Solving; Quality Control; Secondary Education; Teaching Methods; Work Attitudes
IDENTIFIERS- *Quality of Working Life

This three-part instructional guide was developed to assist vocational instructors in business and office occupations in presenting broadly applicable, nontechnical (often called quality of work life--QWL) skills, such as interpersonal and group process skills, problem solving and decision making, planning, communications, business economics, organizational management, and quality control. The first section of the guide describes in detail the important transferable, nontechnical skills needed for work and identifies specific opportunities to incorporate the development of these skills in business and office education programs. The second section of the guide presents instructional strategies as a source of ideas that the instructor can use in the classroom, laboratory, or training workplace. The description of each instructional strategy contains the following information: (1) a description of the strategy and a statement of its purpose, (2) a discussion of the QWL competencies developed through the strategy, (3) its application in business and office curricula, (4) instructor and student roles during implementation of the strategy, (5) procedures and activities for use in presenting the strategy, and (6) an annotated list of resources. The last section of the guide contains a list of resources organized by nontechnical skill area, addresses of publishers listed, and addresses of associations of interest to business and office education teachers. (KC)

ED 254 684 CE 040 949

Posey, Virginia; Johnson, Margaret
Vocational Special Needs Instructional Strategies Project.
Arizona Univ., Tucson. Coll. of Education.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.
PUB DATE- Nov 84
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Disabilities; Disadvantaged; *Flow Charts; *Peer Teaching; *Task Analysis; *Teaching Methods; Tutoring; *Vocational Education
IDENTIFIERS- 310 Project; *Mapping; *Special Needs Students

This handbook for vocational educators reviews four instructional strategies that may be used in a vocational classroom to accommodate the special needs of the handicapped and/or disadvantaged student. The strategies are task analysis, mapping, flowcharting, and peer tutoring. For each strategy, examples are given that incorporate the three distinct components of competency-based instruction: performance objectives, learning activities, and criterion-referenced activities. An introduction is followed by a description of the project that discusses learning strategies and the use of these strategies to meet individual differences and promote integration. Each of the next four chapters focuses on one of the strategies. The strategy is first described, and examples are given of how the strategy can be used in vocational content areas. Implementation of the strategy and evaluation to determine its effectiveness (student progress) are then discussed. A section on conclusions cites some advantages of the use of the strategy. A list of references is appended. (YLB)

ED 254 733 CE 041 013

Lachs, Avraham

Voluntary Midlife Career Changers: Who Are They? Why Do They Change Careers? and What Are the Roles Education and Counseling Can Play?

PUB DATE- Mar 85
NOTE- 37p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Career Change; *Career Counseling; Career Development; *Continuing Education; *Counselor Role; Displaced Homemakers; Employer Attitudes; Job Satisfaction; Literature Reviews; Middle Aged Adults; *Midlife Transitions; Psychological Characteristics; *Role of Education

A study looked at voluntary midlife career changers to discover who they are, why they change careers, and what barriers they face. It also explored the roles education and counseling play in helping midlife career changers achieve their goals. The methodology employed was a literature review. Four types of midlife career changers were identified based on the amount of external pressure and extent of personal desire to change careers. The types differed significantly on a number of variables. Personnel administrators were found to have negative attitudes about career changers. Recent research-based evidence did not validate in any large measure these opinions. Determinants for voluntary career changes were dissatisfaction, attraction, obstacles, personal factors, and social changes. Continuing education--both planned educational programs conducted by institutions and self-planned and self-managed learning activities--was identified as likely to be used by midlife career changers. To help career changers, vocational counselors were recommended to focus on a more holistic view of career development, aid in grief management, and help alleviate special problems facing returning women. Conclusions were that attempts be made to change attitudes of personnel managers and to educate vocational counselors regarding midlife career changers. (YLB)

Dossett, Dennis L.; Luce, Helen E.

Goal Setting and Expectancy Theory Predictions of Effort and Performance.

PUB DATE- Aug 84
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Expectation; Income; Motivation; *Performance; *Performance Factors; Predictor Variables; Sales Workers
IDENTIFIERS- *Expectancy Theory; *Goal Setting

Neither expectancy (VIE) theory nor goal setting alone are effective determinants of individual effort and task performance. To test the combined ability of VIE and goal setting to predict effort and performance, 44 real estate agents and their managers completed questionnaires. Quarterly income goals predicted managers' ratings of agents' effort, while VIE theory predicted agents' self-rated effort. Results showed that neither effort measure was significantly related to performance. However, both goal setting and VIE theory contributed significant, independent increments to the total variance in agents' quarterly income. The findings showed that goal setting and VIE theory can be complementary, rather than redundant when used in studies that allow the expression of their constructs. (BH)

ED 254 861 CS 208 817

Style Manual: A Guide to Writing and Producing Publications.
Maryland State Dept. of Education, Baltimore.
PUB DATE- 83
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Business English; Grammar; *Language Styles; *Language Usage; *Organizational Communication; Punctuation; Spelling; *Technical Writing; *Writing for Publication; Writing Skills

The chief aim of this style manual is to promote clarity and consistency in writing for publication. The chapters are intended to help writers understand the publication process that begins with a need to communicate with a particular audience and ends with the distribution of the finished product. The first chapter on planning and producing a publication covers such topics as what must be edited, the anatomy of a publication, correspondence, and copyright considerations. The second chapter on mechanics covers such topics as capitalization, numbers, abbreviations, plurals, spelling, and underlining, while the third chapter on punctuation looks at the use of commas, semicolons, dashes, parentheses, quotation marks, hyphens, and ellipsis marks. The final chapter, on clear writing, treats the following subjects: agreement of subject and verb, agreement of pronoun and antecedent, pronoun reference, reflexive pronouns, case of pronouns, parallel structure, dangling modifiers, and tips on clear writing. (HOD)

ED 254 891 CS 504 876

Donaghy, William C.; Donaghy, Carole D.
Microcomputers and the Department Image.
PUB DATE- 18 Feb 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Computer Assisted Instruction; Computer Graphics; Computer Software; Higher Education; *Microcomputers; *Speech Communication; Teaching Methods; Word Processing
IDENTIFIERS- *Department Image

Ways in which various uses or applications of a microcomputer can help improve the image of a college or university department are discussed in this paper. The paper discusses applications such as instruction, word processing, management, programing, communications, statistics, and graphics, and audiences for these applications, such as department faculty, undergraduate and graduate students, staff, administration, outside faculty members, and members of the discipline. It then develops and explains a matrix to show the importance of each application for each audience. After reporting on the results of national surveys by the Association for Communication Administration and the Speech Communication Association concerning microcomputer use, the paper concludes that (1) a speech department's image is most enhanced by communications and statistics use of the computer, (2) undergraduates and others in the discipline are also impressed by the communications application, (3) graduate students and staff like word processing, (4) faculty image is most improved by management applications, and (5) administrators see the instructional applications as being most important. The reasons behind each of these conclusions, as well as secondary image enhancement applications, are also discussed in the paper. (Author/FL)

ED 254 904 EA 017 561

Hathaway, Walter E.

High Tech: High Touch--The Agony and Ecstasy of School District-Based Educational Improvement Effects.

PUB DATE- Apr 85

NOTE- 19p.; Summary of remarks made at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Computer Assisted Instruction; Educational Environment; *Educational Technology; Elementary Secondary Education; Influences; *Instructional Improvement; Productivity; Research Needs; School Districts; *School Effectiveness; Student Characteristics; *Teacher Effectiveness; Teacher Student Relationship

Recent studies suggest the existing applications of high technology to the improvement of schooling are relatively ineffective. Their potential may be better realized when newer, more powerful technology is introduced and educators learn to make it succeed by sorting out the factors and aspects of effective schooling, learning, and teaching that are best fostered by technology and those best supported by humans. To do that, experiments must be designed, performed, and studied using both electronic (high tech) and human (high touch) means to deliver the effectiveness and productivity factors. Also required is collaboration by all members of the educational research community. Six references are listed. (DCS)

ED 254 947 EA 017 612

Phillips, William H.
Advantages and Disadvantages of a "Joint Administrative Agreement."
PUB DATE- Nov 84
NOTE- 5p.; Paper presented at the Joint Annual Conference of the Illinois Association of Schol Boards, the Illinois Association of School Administrators, and the Illinois Association of School Business Officials (Chicago, IL, November 16-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Boards of Education; Budgeting; Class Size; Computers; *Cooperation; Courses; *Educational Administration; Elementary Secondary Education; Reduction in Force; *Retrenchment; Shared Facilities; *Shared Services; Specialists; *Superintendents
IDENTIFIERS- Illinois

Many rural school districts are contemplating joint administrative agreements at the superintendent and central staff level. An Illinois superintendent who participated as a joint administrator of two districts points out the advantages and disadvantages of such an arrangement. The potential budget savings often allow the hiring of a top administrator and the computerization of the central office. In some districts joint arrangements can prevent the reduction of course offerings and the elimination of smaller-sized classes while allowing increases of part-time staff to full-time and the hiring of specialty teachers. Shared purchasing and cooperative sharing of equipment and facilities also result in major budget savings. Another important factor is the spirit of cooperation fostered by having an administrator in common between two school districts. Some of the problems of joint administration for the superintendent are as follows: dealing with two separate boards of education and twice the number of board meetings; extra travel time between the two districts; and doubled attendance at extracurricular functions. The following suggestions are offered to districts contemplating such an arrangement: (1) do not have a superintendent serve two dissimilar districts; (2) have a single administrative office outside of the district school buildings; and (3) delegate responsibility to principals and central office staff. Joint administrative agreements provide a viable solution to some of the major problems facing smaller districts in Illinois. (MD)

ED 254 977　　　　　　　　　EC 172 028

Binney, Jan, Ed.
Guidelines: Eligibility Criteria, Caseload Continuum. Speech-Language Services. Technical Assistance Document.
New Jersey State Dept. of Education, Trenton. Div. of Special Education.
PUB DATE- Feb 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Articulation Impairments; *Communication Disorders; Elementary Secondary Education; *Eligibility; *Handicap Identification; Language Handicaps; *Speech Therapy; Student Placement; Stuttering; Teacher Student Ratio; Voice Disorders
IDENTIFIERS- New Jersey

The manual offers criteria as guidelines in determining pupil eligibility for speech and language services in New Jersey. Criteria were originally developed by a task force of speech-language specialists and special education administrators, were then reviewed by public school speech-language specialists, and were subsequently revised. Criteria are set forth for stuttering, voice disorders, articulation disorders, and language disorders. Caseload size ranges have also been included (on a continuum from 25 up to 65). These ranges suggest factors that should be considered when determining caseload size and should be used in conjunction with the eligibility criteria. (CL)

ED 254 632 CE 040 799

Choosing Your Occupation. Career Guidelines for Young Workers.

Arkansas State Employment Security Div., Little Rock.

PUB DATE- Mar 81

NOTE- 26p.; For a related document, see CE 040 798.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Career Choice; *Career Education; *Career Planning; Check Lists; Guidelines; Information Sources; Questionnaires; Secondary Education; *Self Evaluation (Individuals); *Vocational Aptitude; *Vocational Interests

This booklet is designed to serve as a resource for students to use in choosing an occupation. The importance of choosing an occupation with care is discussed. Provided next is a checklist that organizes selected clusters of jobs according to broad areas of interest. A chart depicting basic cognitive and perceptual abilities is presented. Included in the next section of the booklet is a self-inventory to help students gain an overall picture of their educational background, patterns of participation in extracurricular school activities, personal data, job experience, hobbies, health, and occupational choice. The types of information needed to determine which occupations offer the greatest opportunities are outlined. Concluding the guide is a brief annotated list of reading materials dealing with occupations. (MN)

ED 254 700 CE 040 976

Stationary Engineers Apprenticeship. Related Training Modules. 6.1-6.12 Human Relations.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 166p.; For other apprenticeship documents related to this trade, see CE 040 971-990. For pre-apprenticeship documents covering human relations (using many of the same modules), see ED 217 258-268. Many of the modules are duplicated in CE 040 968 and CE 040 996.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Communication Skills; Decision Making; Employment Interviews; Expectation; Goal Orientation; *Human Relations; Individualized Instruction; Interpersonal Communication; Interpersonal Competence; *Interpersonal Relationship; Job Skills; Learning Modules; Money Management; Postsecondary Education; Problem Solving; Resumes (Personal); Self Evaluation (Individuals); *Trade and Industrial Education; Work Attitudes

IDENTIFIERS- Stationary Engineering; Work Habits

This packet of 12 learning modules on human relations is one of 20 such packets developed for apprenticeship training for stationary engineers. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a checklist of steps the student should complete), an introduction, information sheets, a vocabulary list, assignment sheet, job sheet, self-assessment, self-assessment answers, post-assessment, and instructor post-assessment answers. The 12 training modules cover communications skills; feedback; individual strengths; interpersonal conflicts; group problem solving, goal setting, and decision making; worksite visits; resumes; interviews; work habits and attitudes; wider influences and responsibilities; personal finance; and expectations. (YLB)

ED 254 717 CE 040 993

Millwright Apprenticeship. Related Training Modules. 3.1-3.4 Computers.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 82p.; For related documents, see CE 040 991-041 007. Many of the modules are duplicated in CE 040 967 and CE 040 971.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Apprenticeships; Behavioral Objectives; *Computer Literacy; Computer Software; Job Skills; Job Training; Learning Modules; Machine Tools; Postsecondary Education; Power Technology; *Trade and Industrial Education

IDENTIFIERS- *Millwrights

This packet, part of the instructional materials for the Oregon apprenticeship program for millwright training, contains four modules covering computers. The modules provide information on the following topics: digital language, digital logic, computer overview, and computer software. Each module consists of a goal, performance indicators, directions, learning activities, vocabulary, information sheets illustrated with line drawings, self-assessment test(s) with answers, and a post-assessment test. (KC)

ED 254 791 CG 018 076

Troll, Lillian E.
Old Ways in New Bodies: Handing Down Kinkeeping.
PUB DATE- 20 Nov 84
NOTE- 14p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Child Role; Daughters; *Extended Family; Family Involvement; *Family Relationship; Family Structure; *Females; *Kinship; *Role Perception; Socialization; Sociocultural Patterns; State of the Art Reviews
IDENTIFIERS- *Kinkeeping

The prevailing focus in gerontology is on services rather than relationships. Consequently we are less familiar with the prevalence of kinkeeping. In intergenerational family research, women as family kinkeepers have been described as the hubs of family solidarity, bringing their families together, corresponding with family members, and monitoring family members' behavior. There is no adequate explanation for these voluntary kinship ties. We do not know why the death of a kinkeeper in one family leads to gradual distance between family members, and in another to the inheritance of the role by a daughter or a granddaughter. Because families are arenas of reciprocal influences, kinkeeping is not a one-way service from kinkeeper to other family members, but a reciprocal, mutual relationship. In families with tight ties, the mutuality approaches equality. In families with looser ties, the acts of kinkeeping may be one-way. One measure of the strength of family ties could be the mutuality of kinkeeping behaviors. From this proposition of mutuality comes the suggestion that there may be preparatory socialization for kinkeeping. Instead of thinking of a single kinkeeper, it may be better to think of a chain of kinkeepers for most modified extended families, and to consider splits in kinkeeping, in which kinkeeping functions are shared with other relatives. For example, middle-aged women may tend to be the kinkeepers while older women may serve more as the focus of kinkeeping activity than as active kinkeepers themselves. (NRB)

ED 254 804 CG 018 091

Washington State Juvenile Justice Code: An Experiment in Justice.
Illinois Univ., Champaign. Community Research Center.

SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Apr 84
NOTE- 12p.
CONTRACT- J-012-81
AVAILABLE FROM- Community Research Center, University of Illinois at Urbana-Champaign, 505 East Green Street, Suite 210, Champaign, IL 61820.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Accountability; Adolescents; Children; Court Judges; *Delinquency; Due Process; *Program Effectiveness; Sanctions; *Sentencing; Social Services; *State Legislation
IDENTIFIERS- Deinstitutionalization (of Delinquents); *Juvenile Justice System; Status Offenders; *Washington

In the Washington State juvenile justice system, serious or repeat offenders receive the full panoply of due process rights and procedures, with the exception of jury trials; minor offenders are diverted to community boards that require community service or victim restitution; and status offenders are removed from the courts' jurisdiction and treated in a voluntary social service setting. Washington has adopted a presumptive sentencing scheme which allows juvenile court judges to step outside guidelines and invoke harsher or more lenient sanctions due to extraordinary circumstances. A 3-year assessment of the Washington juvenile code found that, with the exception of documented instances in which a delinquent's status offense records, sex, and/or race sometimes resulted in harsher sentences when judges invoked their right to step outside the sentencing scheme, the new law worked to keep both youths and the system accountable. The post-reform era had a substantially better record of holding juveniles accountable for their offenses. Although the overall level of severity of sanctions was reduced after the legislation went into effect, there was an increase in the certainty that a sanction of some kind would be imposed. (NRB)

Shull, Jan
Model Manual for the Child Care Worker.
Ball State Univ., Muncie, IN. Social Research and Service Center.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 83
NOTE- 93p.
GRANT- IN-CW-TE-10-82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Role; Child Abuse; *Child Caregivers; Child Neglect; Childrens Rights; Child Welfare; Guidelines; Models; *Orientation Materials; *Residential Institutions; Staff Development; Staff Orientation
IDENTIFIERS- *Job Orientation

This manual is designed to assist agencies in the development of a child care manual that will serve as an orientation tool for the new child care worker, and as an on-going reference tool. The manual is organized to orient the child care worker first to the agency objectives, functions, and organization, and then to specific child care responsibilities. Emergency procedures and the crucial issue of abuse and neglect are presented early and in separate sections. The remainder of the manual addresses services to the child and management of household and daily routines. Space is provided for the agency to insert sample copies of all agency forms with which the child care worker needs to be familiar. Finally, the manual includes a resources section, providing an introduction to reading materials for the ongoing professional development of the child care worker. Each section of the manual includes an introductory statement of the significance of that specific area of discussion, including a statement of child care philosophy. These statements are enclosed in a box to highlight the content. The remainder of each section provides an outline of the policies and procedures which need to be addressed in order for the child care worker to carry out responsibilities in that area. (LLL)

ED 254 832 CS 007 954

Gillis, M. K.
Strategies for Mapping Content Texts.
PUB DATE- 31 Mar 85
NOTE- 15p.; Paper based on a workshop presented by M. K. Gillis and Bonnie Longnion at the Annual Meeting of the Texas State Council of the International Reading Association (13th, Dallas, TX, March 14-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classification; Cognitive Processes; *Content Area Reading; Elementary Secondary Education; Higher Education; *Reading Comprehension; Reading Improvement; Reading Research; *Reading Strategies; Study Skills; *Teaching Methods
IDENTIFIERS- *Mapping; *Text Structure; Theory Practice Relationship
Noting that good reading comprehension is aided by the reader's attention to text organization, this paper presents a rationale and method for teaching students to map content materials. The paper begins by noting research demonstrating that good comprehenders attend to text organization. It then briefly reviews research related to the impact on comprehension of teaching content mapping strategies to students from the middle grades through college. Finally, the paper presents a method and sequence for teaching students to map content materials, and provides frameworks and examples for mapping passages with some common organizational patterns. (HTH)

ED 254 934 EA 017 599

Ducote, Kenneth J.

Capital Improvements Programming: A Proposal for a Revised Process to Develop the Annual Capital Budget for the Orleans Parish School Board. Revised.

PUB DATE- 23 Apr 84

NOTE- 25p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (New Orleans, LA, October 17-19, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrative Policy; Budgeting; *Capital Outlay (for Fixed Assets); Cost Effectiveness; *Educational Facilities Improvement; *Educational Facilities Planning; Educational Finance; Elementary Secondary Education; Facility Utilization Research; *Long Range Planning; Resource Allocation; School District Spending

IDENTIFIERS- *Capital Improvements Programming; *New Orleans Public Schools LA

A study by the United States General Accounting Office found that successful organizations incorporate in their capital budgeting process extensive links between planning and budgeting, up-to-date information on existing capital facilities, and consideration of long-term effects in making capital budgeting decisions. This paper recommends the adoption of a "Capital Improvements Programming" (CIP) methodology in the New Orleans Public Schools (Louisiana). CIP is the process of planning, proposing, evaluating, prioritizing, scheduling, financing, and managing capital improvements over a specified period, usually 5 years. Eleven examples indicative of current problems in capital planning and budgeting are cited. The report next outlines the steps involved in adopting the CIP: (1) procedureal framework, (2) survey of existing buildings, (3) status of previously approved projects, (4) evaluation of project requests, (5) financial analysis, (6) budget adoption, (7) monitoring implementation, and (8) public and staff participation. References are included. (MLF)

ED 254 962 EA 017 637

Sedrel, Roy A.
Asbestos Abatement--Practical Considerations.
PUB DATE- Nov 84
NOTE- 8p.; Paper presented at the Joint Annual Conference of the Illinois Association of School Boards, the Illinois Association of School Administrators, and the Illinois Association of School Business Officials (Chicago, IL, November 16-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asbestos; *Compliance (Legal); Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; *Facility Requirements; Hazardous Materials; Legal Responsibility; School Safety; *State Legislation; Structural Elements (Construction)
IDENTIFIERS- Asbestos Abatement Act 1984 (Illinois)

Illinois Senate Bill 1644, the recently passed "Asbestos Abatement Act," requires all schools in the state, public and private alike, to remove friable asbestos by whichever comes first: July 1, 1989, or 3 years following the establishment of a system for state funding for corrective action. This document addresses practical considerations in implementing this Act. The first part addresses legal issues arising from the language of the Act. These include the practical definition of "friable asbestos," what to do about ceiling tile and nonfriable asbestos-containing materials, and the definition of "significant health hazard." The next part discusses the three methods of corrective action suggested in the act: enclosure, encapsulation, and removal. Then 10 specifications are listed for removal of asbestos, covering credentials of the contractor, methods of removal, disposal of waste materials, decontamination procedures, and insurance. Procedures for selecting qualified firms for removal and monitoring are next addressed, along with guidelines on preparation of facilities prior to removal. The final section addresses the importance of documentation throughout an asbestos removal project. (TE)

ED 255 009 EC 172 068

Stainback, Susan; Stainback, William
Integration of Students with Severe Handicaps into Regular Schools.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- National Inst. of Education (ED) Washington, DC.
REPORT NO.- ISBN-0-86586-151-X
PUB DATE- 85
NOTE- 153p.
CONTRACT- 400-81-0031
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($15.75 Nonmembers, $13.39 Members; Publication No. 293).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Secondary Education; Interaction; *Mainstreaming; Peer Acceptance; *Peer Relationship; *Severe Disabilities; Student Attitudes; Teaching Methods

Intended for both regular and special educators, the book outlines ways to promote integration between students with severe handicaps and their peers. The first of five sections includes an overview about students with severe handicaps as well as background information on the integration of severely handicapped students. Three chapters in section II address interactions in integrated settings, with separate attention to providing opportunities for interaction, assessing those opportunities, and promoting interactions. Section III concerns ways to educate nonhandicapped students about individual differences and includes discussion of the rationale, assessment procedures, and a model for educating nonhandicapped students. Section IV consists of two author contributed papers on training social and other skill areas in severely handicapped students to facilitate their interaction. A final section provides three papers on additional information useful to classroom teachers in promoting the positive integration of students both in the classroom and the community. (CL)

ED 254 659 CE 040 868

Health Education Training Model. Training for Development. Training Manual No. T-11.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

PUB DATE- 1 Aug 83

NOTE- 77p.; Developed by the Hesperian Foundation.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; Behavioral Objectives; *Community Education; *Community Health Services; Community Resources; Developing Nations; Group Dynamics; *Health Education; *Health Personnel; Inservice Education; Learning Activities; Material Development; Needs Assessment; Public Health; *Teaching Methods; Volunteers; *Volunteer Training

IDENTIFIERS- *Peace Corps

This selection of health education training materials is intended for preservice and inservice training of Peace Corps Community Health Volunteers. Purpose of the training model is to help community health workers become better facilitators and educators as they help motivate people toward a more healthier and more self-reliant life. The introduction provides suggestions for preparing for and carrying out the training program. Twelve sessions cover defining expectations and clarifying objectives of health education training, beginning the program, looking at community health and education, exchanging ideas about health education, working with a group, how people learn, the role of the Peace Corps volunteer as community health worker, identifying community needs and resources, teaching about important health issues, developing and using appropriate teaching aids (one session on story telling, and one session on creating low-cost materials and equipment), and the Health Fair. For each session, these components are provided: objectives, overview, lists of resources and materials, preparation, activities, and handouts. Appendixes include information on working with a group, evaluation ideas, a calendar for a 10-day training program, and a listing of selected resources and references. (YLB)

ED 254 672 CE 040 916

Fifteenth Annual Evaluation Report on Vocational Education in Virginia 1983-84.

Virginia State Advisory Council on Vocational Education, Blacksburg.

PUB DATE- 84
NOTE- 41p.; For a related document, see CE 040 917.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; Annual Reports; Competence; Demand Occupations; Dropout Prevention; *Educational Assessment; Educational Finance; *Educational Needs; Employment Opportunities; Employment Projections; High Schools; Program Costs; *Program Effectiveness; Program Evaluation; *Program Improvement; *State Programs; State Surveys; Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Virginia

This 1983-84 annual report on vocational education in Virginia is organized under four major categories: (1) recommendations for improving the state's vocational education programs, services, and activities; (2) the extent to which previous recommendations have received consideration; (3) review of the vocational education annual program plan provisions; and (4) review of service to people and their needs. The evaluations contained in the report resulted from data obtained from records and reports from agencies, interviews, public meetings, participation of Council members and staff in vocational activities and programs throughout the year, as well as evaluative studies and previous evaluations made by the Advisory Council. Recommendations for improving the state's vocational education programs include the establishment of local advisory councils, increasing efforts to keep potential dropouts in school, revision of minimum competency standards, review of the criteria used to evaluate the effectiveness of vocational education, and expansion of the advanced studies diploma program to allow greater participation by students who wish to concentrate on fine arts or vocational education. An appendix to the report gives statistics on current and expected job openings in various occupations in Virginia, various comparisons of 1982-83 high school graduates, and community college enrollments. (KC)

ED 254 748　　　　　　　　　　CE 041 052

Roelofs, Alice R.; And Others
World of Work: Job Club for E.S.L.
Adult Learning Systems, Inc., Ypsilanti, MI.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing.
PUB DATE- 85
NOTE- 196p.; For related documents, see CE 041 041 and CE 041 051.
AVAILABLE FROM- Adult Learning Systems, Inc., 813 East Michigan Avenue, Suite 207, Ypsilanti, MI 48197 ($40.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Adult Programs; Behavioral Objectives; Career Education; Curriculum Guides; *Employment Interviews; *Employment Potential; English (Second Language); Job Application; *Job Search Methods; Job Skills; Learning Activities; Limited English Speaking; Money Management; Prevocational Education; Resumes (Personal); Safety; Student Interests; Transportation; Unions; Vocabulary Development; Vocational Aptitude; Vocational Interests; Wages
IDENTIFIERS- *Job Clubs; *Vocational English as a Second Language

This curriculum guide for an employment preparation course for adults who speak English as a second language consists of 10 units on information and general living skills related to employment. The guide is split evenly between basic information needed to obtain a job and information needed once a job is obtained. A unit may consist of one or four sections. Each section is comprised of these basic components: a goal, objectives, and a list of activities for teachers and students. Worksheets provide information and material needed for the student to complete the activities. A total of 93 worksheets are included. The 10 units cover these topics: exploring personal and occupational interests, developing work vocabulary; job search (want ads, telephone book, job postings, leads), necessary documentation and information (personal and work information, references, resumes and documents such as a Social Security card); job applications (how to complete); employment letters; transportation (traveling by bus, car, taxi, plane, etc.); the interview; on the job (unions, time and pay--understanding pay checks and stubs, W-4 forms, time sheets and clocks, insurance benefits, job success--getting along with co-workers, how to lose a job, quitting, and safety awareness); and banks and credit (coins, savings accounts, checking accounts, how to use credit). (YLB)

Rubin, Simon Shimshon
Beyond Adjustment: Parameters of Successful Resolution of Bereavement.
PUB DATE- 6 Jan 83
NOTE- 15p.; Revised version of a paper presented at the Third International Congress on Psychological Stress and Adjustment in Time of War and Peace (Tel Aviv, Israel, January 6, 1983). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; *Death; *Emotional Adjustment; *Grief; Mental Health; *Psychological Evaluation
IDENTIFIERS- *Bereavement

The problem of human response to loss is complex. To approach understanding of this process it is valuable to use a number of models. Phenomenologically the application of a temporal matrix divides the reaction into three useful heuristic and empirical stages: initial, acute grief (1-3 months); mourning (1-2 years); and post-mourning, with no set time limit. Another approach involves separating the affective and behavioral functions that accompany the bereavement response. The adaptive goal of the bereavement response is the assimilation of the reality of the loss. Successful resolution refers to a positive quality in the bereaved's relationship with the internal model or representation of the deceased, and not to the death itself. Assessing resolution is a clinical judgment regarding the state of this bi-directional relationship between the other and self. Resolution implies that the bereaved is neither compulsively preoccupied with, nor avoiding of, the internal representation of the deceased. The treatment problems in the management of the relationship involve examination of the current status of the bereaved and his/her recollections of the other; by looking for change and evolution, resolution can be approached, while leaving room for the relationship. (MCF)

ED 254 777 CG 018 062

Cutler, Stephen J.
Aging and Attitudes about Sexual Morality.
PUB DATE- 20 Nov 84
NOTE- 29p.; An expanded version of a paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Aging (Individuals); Attitude Change; Cohort Analysis; *Mental Rigidity; *Moral Values; *Older Adults; *Sexuality; Social Attitudes; Young Adults

Available evidence does not support the notion that aging is associated with increasingly conservative social and political attitudes, or the idea that attitudinal rigidity is the norm among older cohorts. To examine whether aging is associated with attitudinal rigidity, nine surveys from the National Opinion Research Center were analyzed to determine whether older cohorts have kept pace with or lagged behind younger cohorts on the issue of sexual morality. Mean score trends were traced over a 10-year span and the direction of attitude change was determined for five cohorts. Scores were adjusted for possible compositional effects due to educational attainment and sex, and examined for inter-cohort and intra-cohort differences. Results of the analysis of the premarital sexual relations item indicated that liberal, tolerant, or permissive attitudes were more prevalent among the younger cohorts than among the older cohorts, but there were no indications that the older cohorts had become more conservative over the period encompassed by the surveys. Equally stable patterns were characteristic of the younger cohorts. Analyses of the extramarital sexual relations and homosexual relations items revealed the same pattern. Attitudinal rigidity appears to be no more characteristic of older persons than of younger persons. (LLL)

ED 254 847 CS 208 790

Smith, Vernon H.

Teaching Beginning Writing vs. Nurturing Beginning Writers.

PUB DATE- Sep 84
NOTE- 39p.; Paper presented at the Annual Meeting of the Indiana Teachers of Writing Conference (4th, Indianapolis, IN, September 28-29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 1; Grade 2; *Language Acquisition; Primary Education; Sentence Structure; Spelling; *Teacher Role; Teaching Methods; Vocabulary Development; Writing Evaluation; *Writing Improvement; *Writing Instruction; *Writing Readiness; *Writing Research

To see what effects practice--frequent writing without teacher correction--would have on the writing of students in grades one and two in one small elementary school, writing samples were collected from all pupils at each grade level in October and May. Five factors were examined: general impression, length, vocabulary, spelling, and syntactic development. The students' teachers admitted that they had not been providing frequent opportunities for their pupils to write, but were willing to try this approach. Results showed significant improvement at both grade levels in all categories measured. The most interesting result was the startling variation in the amount of writing that individual children produced from day to day. It varied from only a few words one day to a hundred or more the next. The results indicate that, contrary to popular belief, many first grade students can write well at the beginning of the school year. Since children in first grade are already writing and are all learning to write correctly, the role of the teacher is not to teach beginning writing; rather it is to nurture beginning writers. (Tables of findings and writing samples are included.) (HOD)

ED 254 862 CS 208 820

Project Basic Instructional Guide, Writing Supplement.
Maryland State Dept. of Education, Baltimore. Office of Project Basic.
PUB DATE- Jan 84
NOTE- 88p.; For a related document, see ED 202 037.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; State Programs; Test Construction; Testing Programs; *Writing Evaluation; *Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Research
IDENTIFIERS- Maryland

Offered as a result of suggestions by Maryland teachers, this guide serves as an instructional reference for educators on teaching functional writing at the elementary and secondary school levels. The guide was developed as a supplement to volume one; both volumes provide a comprehensive perspective to writing improvement in Maryland. The first chapter of the guide provides a discussion of the writing process, with specific instructional suggestions for each phase of the process in order to provide a developmental approach to teaching writing. The second chapter presents the content domains Levels I and II of the Maryland Functional Writing Test (MFWT), which were provided by instructional personnel from throughout the state. In addition, the chapter contains suggestions for curricular development. The third chapter includes the 1983 version of the Level II, including test format, writing prompts, and actual student samples. The sample student papers in this chapter show scores received during modified holistic scoring along with a rationale and instructional suggestions. The tests discussed in this guide have three uses for administrators and supervisors: (1) as a base for evaluating existing writing programs, (2) as a stimulus for changing or creating writing programs, and (3) to present an occasion for school-community exchange. (EL)

ED 254 877 CS 504 857

Gantt, Vernon W.; Claiborne, Doron L.

The Haves and the Have Nots of a Computer Society.

PUB DATE- 18 Feb 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); *Attitude Change; *Computer Literacy; *Educational Needs; Emotional Adjustment; Higher Education; *Interpersonal Communication; *Speech Communication; *Technological Advancement

As the information age expands, the most acute problem will not be information overload, but the gap between those individuals who can function in the information society and those who cannot. The haves of the computer society will be those who know the capabilities and limits of the technology. The have nots will be those who fear to know, refuse to know, or do not have the ability to learn. A judicious application of interpersonal communication principles can help anyone deal with the computer revolution in a productive and beneficial manner. For example, the role of goals and values is central to effective interpersonal interactions. People must feel as well as think. The computer can only help with cognitive activities and should be considered a tool, nothing more. Beyond extolling the virtues of a good course in interpersonal communication along with courses in computer and computer literacy, the speech communication professional needs to address at least three other issues of concern to the entire profession. Of paramount importance is a position on "communicating" with computers. Speech communication must lead the fight for greater accuracy of expression when describing computer activities as well as person/computer activities. Second, they must take the lead in stressing the importance of person-to-person contact in order to remain human. Finally, they must emphasize the fact that computers lack emotion and are incapable of replicating human feelings. (HOD)

ED 254 905 EA 017 564

Gill, Wanda E.
Supervision and Evaluation.
PUB DATE- 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Literature Reviews; *Principals; Supervisory Methods; Teacher Administrator Relationship; *Teacher Evaluation

The literature presents a variety of approaches for a principal to take when evaluating how well teachers are passing on to students the learning constructs indicated in the program via the teaching process. Chester McNerney suggests evaluation of teacher knowledge, personal attributes, and social skills and interactions. J. Minor Gwynn advises addressing the teacher's problem-solving and teaching processes in evaluation. Harold Spears has a detailed system measuring personal qualities and performance, teaching performance, and professional qualities. Kathryn V. Feyereisen, A. John Fiorino, and Arlene T. Nowak apply a systems approach to the teaching process. William H. Lucio and John D. McNeil describe the principal's evaluation of the teacher as a measure of outcomes compared to objectives. Marlene Klassen indicates the need for principals to generate trust and give full information concerning the evaluation. Richard J. Shavelson and Paula Stern speak to the importance of objective feedback for teachers, the need to develop a set of critical teaching decisions, linkages of classroom performance to teaching decisions, intervention strategies to improve teaching decisions, and linkages with research. An 8-item bibliography is provided. (DCS)

ED 254 920 EA 017 583

Wholeben, Brent Edward
Reducing Higher Education Budgets through Multiple Alternatives Modeling.

PUB DATE- Oct 84
NOTE- 68p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (New Orleans, LA, October 17-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; *Computer Simulation; *Cost Effectiveness; Cost Estimates; Decision Making; Higher Education; *Models; Money Management; Multivariate Analysis; Program Administration; *Resource Allocation
IDENTIFIERS- Decision Support Systems; Multiple Alternatives Model

This paper defines, develops, and displays a mathematical modeling formulation for exploring decisions available to the higher educational administrator in evaluating discrete educational program budgets (instructional, service, and administrative) for possible future funding alternatives. Complex budget reduction strategies can be computer-modeled through the use of simple integer programming (mathematical modeling) techniques over graduated budgeting scenarios. With each such graduated reduction alternative identified as, for example, a 5 percent decrease or 3 percent increase, all possible graduated budgeting changes are evaluated internally to this particular budget and externally as compared to other similar programs under evaluation. Using multivariate criterion references as numerical indexes against which to compare the multiple budgeting alternatives, a finite group of feasible solutions is computed, and a single final (optimal) solution identified. This entire computer-modeled process has been validated in such contexts as the closing of elementary schools in a metropolitan area and the budget reductions for a suburban rural school district. A 16-item list of readings and references is included. (Author/TE)

ED 254 978 EC 172 029

Busenbark, Lynn
Perceptions of Information Regarding Mainstreaming of Hearing-Impaired Children: A Preliminary Validity Study.
PUB DATE- Jan 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Case Studies; *Hearing Impairments; *Mainstreaming; *Parent Attitudes; Research Methodology; *Teacher Attitudes

The use of hypothetical case studies in research on decision-making is examined with particular concern for validity and reliability issues. A validation procedure is suggested and the procedure is used to demonstrate that the proposed protocols yield acceptable measurement characteristics for use in decision-making research in education. Twenty-seven sentences concerning characteristics of hearing-impaired children were rated by 40 parents, teachers, and administrators in terms of the favorability of each statement with regard to mainstreaming. Results indicated: (1) the three groups perceived the favorability of each sentence in the predicted manner (high, moderate, or low); (2) the three groups ranked the items in essentially the same order; and (3) the perceptions of the 27 sentences tended to be homogeneous across the groups. The use of the instrument in future hypothetical case study research in decision-making was therefore generally supported. (Author/CL)

ED 254 993 EC 172 045

Meyer, Donald J.; And Others

A Handbook for the Father's Program: How to Organize a Program for Fathers and Their Handicapped Children. Appendix B .

Washington Univ., Seattle. Child Development and Mental Retardation Center.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 84
NOTE- 331p.; For final report on the SEFAM project and Appendix A, see EC 172 044.
GRANT- G00810080
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Art Activities; *Disabilities; *Fathers; Group Discussion; Infants; Learning Activities; Motor Development; *Parent Child Relationship; *Program Development; Sensory Experience; *Young Children
IDENTIFIERS- *Supporting Extended Family Members Program

Based on the SEFAM (Supporting Extended Family Members) program, the manual is intended to help organize a program for fathers of handicapped young children. A program for fathers and infants focuses on unique father concerns and resources. The first chapter further explores reasons for father programs while the second describes program components (including information on qualifications for facilitators and father co-facilitators and on program goals). Program development tasks, such as awareness and recruiting activities, are considered. Chapters 4-6 address specific aspects of each meeting: the father's forum, in which fathers can discuss experiences and problems; songs and activities and snack time (with descriptions of sensory, motor, and art activities that have been used successfully with fathers); and guest speakers who provide information primarily on education topics. Chapter 7 suggests ways in which the components fit together, and the final chapter discusses approaches for evaluating the program Appendixes supply information on active listening and the role of the sponsoring agency; samples of "awareness" materials, press releases, and brochures; and evaluation materials. (CL)

ED 254 621 CE 040 124

Benton, Oliver; Branch, Charles W.
Robots, Jobs, and Education. State-of-the-Art Paper.
Tennessee Univ., Knoxville. Office for Research in High Technology Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 55p.; For related documents, see CE 040 115-126. Product of the "High Technology Education: A Program of Work" Project.
CONTRACT- 300-83-0176
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Automation; *Educational Planning; *Electronics; *Employment Projections; Futures (of Society); Postsecondary Education; *Robotics; Secondary Education; State of the Art Reviews; *Technological Advancement; Two Year Colleges; *Vocational Education

The purpose of this paper is to assist those in education, government, and industry who are responsible for managing vocational and technical training in their decisions about what programs should be initiated to accommodate the growing use of robots. Section 1 describes robot characteristics (type of drive, method of teaching, lifting capacity, shape, type of motion or path, and sensory capabilities). Robot systems, computer-aided design and manufacturing, and flexible manufacturing are also defined. In section 2 the practicalities of robot applications are discussed in terms of payback periods and constraints on robot usage. The third section attempts to assess what may happen to robotics over the next few years, including changes in: (1) performance characteristics of robots (sensory perception and control), (2) their degree of use, (3) producers, and (4) impacts of robots on employment. The last major section makes recommendations for robotics education at the vocational and two-year college levels. Recommendations include no robotics training in secondary vocational schools and teaching of robotics at the two-year college level as part of an integrated approach to automation, with electronics as the core curriculum. Recommendations are also made to industrial managers considering robotics and government manpower agencies considering retraining programs. (YLB)

ED 254 633 CE 040 800

Sakata, Reiko T.
Adult Education Theory and Practice. Outreach Series Paper, Number 2.
North Carolina Univ., Chapel Hill. Technical Assistance Development System.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 84
NOTE- 25p.
CONTRACT- 300-82-0369
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Programs; *Adult Students; Andragogy; *Children; Classroom Techniques; Cognitive Processes; Cognitive Style; *Disabilities; Early Childhood Education; Educational Philosophy; Extension Education; Group Dynamics; Group Instruction; Learning Activities; Learning Processes; Models; *Parent Education; Postsecondary Education; *Teaching Methods; Training

Outreach projects are funded to disseminate effective early childhood service models for use with handicapped children. To accomplish this mission, this paper describes how to offer effective training programs to parents, community leaders, volunteers, allied professionals and paraprofessionals, and staffs of agencies that wish to replicate the outreach projects model. Each of the following considerations for working effectively with adults are examined in detail: (1) adult education philosophy, (2) andragogy, (3) assumptions about adult learning, (4) learning styles, (5) noncognitive factors that affect learning, (6) group process, and (7) elements of an ideal learning environment. The paper provides conceptual and theoretical bases upon which educational activities with adults can be developed. This background and knowledge is intended to help early childhood teachers plan and carry out training activities with adults. (Thirty-seven references are included.) (KC)

ED 254 685 CE 040 953

Instructional Material Development for Computer Applications in Adult Business Education Courses. Final Report.

Fort Wayne Community Schools, Ind.

SPONS. AGENCY- Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.
PUB DATE- 1 Jun 84
NOTE- 198p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accounting; *Adult Education; *Business Education; *Computer Literacy; *Computer Oriented Programs; Computers; *Course Descriptions; Courseware; Curriculum Development; Data Processing; Instructional Materials; *Material Development; Media Selection; Microcomputers; Programing; Publicity; Teacher Developed Materials; Word Processing
IDENTIFIERS- 310 Project

The goal of this special demonstration project was to develop adult secondary business education courses related to the computer. An additional phase focused on the development of a microcomputer-based program providing the needed computer literacy and applications for its use. An advisory committee identified five areas of instructional need: word processing, computer programming, computer accounting, data entry, and microcomputer use. The six instructors who would teach the courses developed course descriptions, topical outlines, course plans, and promotional material and examined and selected software for each area. Following the 10-page narrative, appendixes provide the materials produced. These include the materials for an introductory computer terminal applications course (course outline, day-to-day plans), computerized accounting (course outline, software instructions, curriculum guide, and course plan), computer programming (structured BASIC course outline and day-to-day plan, COBOL course outline), word processing (introduction, course day-to-day plan, sample instructor assignment sheet), and data entry (course outline). Other appendixes contain promotional and certificate program information, a paper on microcomputer use in adult learning center classes, a description of a microcomputer use course, and ratings of evaluated software. (YLB)

ED 254 718 CE 040 994

Millwright Apprenticeship. Related Training Modules. 4.1-4.6 Tools.
Lane Community Coll., Eugene, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 112p.; For related documents, see CE 040 991-041 007. Many of the modules are duplicated in CE 040 974.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; *Hand Tools; Job Skills; Job Training; Learning Modules; Machine Tools; *Mechanics (Process); Postsecondary Education; Power Technology; *Trade and Industrial Education
IDENTIFIERS- *Millwrights

This packet, part of the instructional materials for the Oregon apprenticeship program for millwright training, contains six modules covering tools. The modules provide information on the following topics: boring and drilling tools; cutting tools, files and abrasives; holding and fastening tools; fastening devices; basic science--simple mechanics; and fasteners. Each module consists of a goal, performance indicators, student study guide, introduction, information sheets illustrated with line drawings and photographs, a self-assessment test with answers, and a post-assessment test with answers for the instructor. (KC)

ED 254 734 CE 041 014

Hempler, Nancy A.
Curriculum Development of Learning Activity Packets, Dental Assisting Program. Final Report.
Bellingham Vocational Technical Inst., WA.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 29 Oct 84
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Course Content; *Curriculum Development; *Dental Assistants; *Dental Evaluation; *Dental Health; Learning Activities; *Learning Modules; Lesson Plans; Postsecondary Education; *Radiology; Technical Education; Two Year Colleges; Units of Study

A dental assisting instructor was provided with 250 hours of release time to develop standardized Learning Activity Packets (LAPs) for the Dental Assisting program at the Bellingham (Washington) Vocational Technical Institute. The instructor reviewed unit objectives, gathered input from local dental professionals, reviewed reference materials, and studied occupational analyses in order to develop nine LAPs. The LAPs were approved and were preferred by faculty and students over other modules in use. The nine LAPs included in this report cover the following topics: oral pathology, oral anatomy, taking medical/dental histories, tooth morphology, temporary crowns and restorations, pedodontics, monitoring nitrous oxide and oxygen, identifying and interpreting radiographs for mounting, radiology--intraoral radiographic procedures, and radiology--the periapical and bitewing examination. Each LAP consists of a goal, rationale for learning, prerequisites, estimated completion time, references, audiovisuals, requirements for completion, vocabulary, objectives, and practice activities. LAPs are illustrated with line drawings. (KC)

ED 254 892 CS 504 877

Hensley, Carl Wayne
The Rhetoric of Rationalism versus the Rhetoric of Emotionalism on the American Frontier.
PUB DATE- Nov 84
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; Discourse Analysis; *Expressive Language; Influences; Intellectual History; *Oral Language; *Religious Cultural Groups; *Religious Differences; *Rhetoric; Rhetorical Criticism; United States History
IDENTIFIERS- *Campbell (Alexander); Hermeneutics; *Rationalism

As the United States entered the nineteenth century, it did so under the influence of the Second Great Awakening. This was the second wave of revivalism to sweep the nation, and it originated in the frontier as the Great Western Revival. One pertinent characteristic of the revival was its rhetoric, a rhetoric that was a prime expression of a native rhetorical theory born on the frontier. For the adherents of this frontier rhetoric, the primary criterion of success was its emotional effect on listeners. However, in the midst of frontier emotional rhetoric the Disciples of Christ came into existence. The Disciples of Christ originated as a movement dedicated to ushering in the postmillennial reign of Christ. This ultimate goal would be accomplished by evangelizing the nation and then the world. The movement grew to sizeable strength and influence with a rhetoric that was quite the opposite of frontier emotional rhetoric. Under the bold leadership of Alexander Campbell, the Disciples of Christ formulated a unique approach to conversion and conversion rhetoric. Empiricism, common sense, and lessons from classical rhetoric shaped Campbell, and Campbell shaped the disciples. The distinctive form of rationalism that characterized the movement set Campbell and his cohorts apart from most of their emotional contemporaries, and it enabled them to attract the unconverted and build strong cohesion among the converted. (HOD)

ED 254 948 EA 017 613

Hanson, Marjorie K.

Mathematics and Administration: Tools, Metaphors and Styles of Thinking.

PUB DATE- 84
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; *Educational Administration; Elementary Secondary Education; Linear Programing; Management Systems; *Mathematical Models; *Mathematics; *Operations Research; Organizational Theories; Research Methodology; Systems Approach; Textbook Content; Textbook Research

This essay provides commentary on the place of mathematics in the study and practice of educational administration. The incidence of mathematical topics in the writing of the field is explored, and their isolation from each other and from the body of literature is pointed out. Possible areas of synthesis are sought from the traditional use of mathematical models as tools all the way to emerging ideas involving mathematical metaphors and styles of thinking. Extensive footnotes are included. (Author/TE)

ED 254 647 CE 040 851

Bhaerman, Robert D.; Oliver, Larry A.
Skills for the Changing Workplace: An Electronics Instructor's Guide. Research and Development Series No. 255.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 93p.; For related documents, see ED 240 283 and CE 040 849-852.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD255--$8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Classroom Techniques; Communication Skills; Cooperative Education; Decision Making Skills; Economics; Educational Objectives; *Educational Resources; *Electronics; Employee Attitudes; *Employment Potential; *Integrated Activities; Interpersonal Competence; *Job Skills; Learning Activities; Organization; Planning; Postsecondary Education; Problem Solving; *Teaching Methods; Technical Education; Work Attitudes
IDENTIFIERS- *Quality of Working Life

This guide was developed to assist instructors in electronics technologies in presenting broadly applicable nontechnical (often called quality of work life--QWL) skills, such as interpersonal and group process skills, problem solving and decision making, planning, communications, reasoning skills, and organizational management skills. The guide provides examples of instructional strategies and student learning activities that can be used to integrate such objectives into existing programs. It also identifies supportive resources and indicates where they can be used to aid in developing QWL skills. The following traditional instructional methods are identified and discussed in the guide: the textbook-workbook approach, the lecture method, the discussion method, the demonstration method, and the show-and-tell method. The following additional approaches also are discussed: the project method, the problem-solving method, the discovery method, research and experimentation, individualized instruction, performance-based instruction, the contract method, peer teaching and peer tutoring seminars, the instructional worksheet method, the case-study method, conferences, the business enterprise and entrepreneurship approach, and audiovisual approaches. Finally, the following experiential approaches are discussed: cooperative education and the on-the-job or on-site approaches. The guide includes selected resources on quality of work life objectives; on the instructional approaches; and on selected labor, business, and industry contacts.

ED 254 701 CE 040 977

Stationary Engineers Apprenticeship. Related Training Modules. 7.1-7.14 Trade Math.

Lane Community Coll., Eugene, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 171p.; For other apprenticeship documents related to this trade, see CE 040 971-990. For pre-apprenticeship documents covering math (using many of the same modules), see ED 217 284-294. Many of the modules are duplicated in CE 040 963 and CE 041 006.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Arithmetic; Behavioral Objectives; Geometric Concepts; Individualized Instruction; Job Skills; Learning Modules; Mathematics Instruction; *Mathematics Skills; Measurement; Metric System; Percentage; Postsecondary Education; Ratios (Mathematics); *Technical Mathematics; *Trade and Industrial Education; Trigonometry
IDENTIFIERS- *Stationary Engineering

This packet of 14 learning modules on trade math is one of 20 such packets developed for apprenticeship training for stationary engineers. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a checklist of steps the student should complete), an introduction, information sheets, a vocabulary list, assignment sheet, job sheet, self-assessment, self-assessment answers, post-assessment, and instructor post-assessment answers. The 14 training modules cover linear measurement; whole numbers; addition and subtraction of common fractions and mixed numbers; multiplication and division of common fractions and whole and mixed numbers; compound numbers; percent; mathematical formulas; ratio and proportion; perimeters, areas, and volumes; circumference and area of circles; areas of plane figures and volumes of solid figures; graphs; basic trigonometry; and metrics. (YLB)

ED 254 805 CG 018 092

Resources for Runaway and Missing Children.
Illinois Univ., Champaign. Community Research Center.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- May 84
NOTE- 52p.
CONTRACT- J-LEAA-012-81
AVAILABLE FROM- Community Research Center, University of Illinois at Urbana-Champaign, 505 East Green Street, Suite 210, Champaign, IL 61820.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; *Behavior Patterns; Children; Child Welfare; Family Problems; *Individual Needs; Profiles; *Resource Materials; *Runaways; Youth Problems
IDENTIFIERS- Abductions; *Missing Children

Following a brief introduction, chapter 2 presents a typology of runaways in which four types of runaways are profiled (healthy, unhealthy, curious, chronic). The behaviors of each type are described and the services needed by each are discussed. General techniques for working with runaways are detailed, including developing a runaway profile, developing formal contracts with runaways upon their admittance to programs, and observing and reacting to runaway signals. Chapter 3 discusses steps which can be taken by parents or others when a child runs away from home, and lists names, addresses, and telephone numbers of national resource organizations for runaways and of organizations in all 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. Chapter 4 provides resources for dealing with missing children. Types of abductors are described and 27 actions which may be taken when a child is missing are listed. Techniques are described which could help parents increase their child's awareness of potential dangers. Names, addresses, and telephone numbers are given for organizations which are involved with missing children. A brief description of services offered by various organizations is included. Addresses for national youth information services are given as resources for further information on runaways and missing children. (NRB)

ED 254 819 CG 018 106

Brown, Ann L.; Johnson, Marilee

Indiana Residential Child Care Study.

Ball State Univ., Muncie, IN. Social Research and Service Center.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 83
NOTE- 194p.
GRANT- CW-TE-10-82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Child Caregivers; *Childhood Needs; Children; Child Welfare; Individual Characteristics; Males; *Placement; *Residential Care; *Residential Institutions
IDENTIFIERS- Indiana

To compose a comprehensive description of the residential child care needs in Indiana, county agencies, county welfare departments, and probation departments were surveyed. Respondents were asked to identify the characteristics of children placed in Indiana residential facilities, in out-of-state residential care, and of those whom the agency was unable to place. In addition, respondents indicated their perceptions of child care facilities and services needs. Data were collected for the 3-month period from October to December, 1982, and coded for analysis. The results showed that most children were able to be placed in facilities which met their needs. The children who needed different types of facilities were in need of comprehensive structured environments and/or specialized counseling services. Male placements outnumbered females by over 2 to 1, and eight of every ten wards placed in residential care were between the ages of 13 and 18. (The major portion of this report presents the survey results in 45 data tables with accompanying text. The appendices include a detailed description of the study methodology and the survey instrument.) (MCF)

ED 254 833 CS 007 959

Chapter One in Ohio: Education Consolidation and Improvement Act, 19th Annual Evaluation Report, Fiscal 1984.

Ohio State Dept. of Education, Columbus.

PUB DATE- Apr 85

NOTE- 33p.; Photographs may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Compensatory Education; Educationally Disadvantaged; Elementary Education; *Federal Programs; Leadership Responsibility; *Program Content; *Program Effectiveness; Program Evaluation; *Reading Programs; Remedial Instruction; State Programs

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Ohio

The nineteenth annual summary of activities provided through Chapter 1 of the Education Consolidation and Improvement Act and its Title I predecessor, this report includes statistics for fiscal 1984, participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and five-year trends. After a brief discussion of the purposes and provisions of Chapter 1, the report (1) explains basic Chapter 1 services offered in Ohio, citing statistics showing one- and five-year statistics indicating that the program helps children become successful learners; and (2) describes special Chapter 1 services provided for the children of migratory agricultural workers and those handicapped, neglected, and delinquent children being educated in state agency schools, again citing statistics indicating the beneficial human impact of these supplemental services provided through federal aid to education. The report concludes with a discussion of the state's leadership role in the program. (FL)

ED 254 963 EA 017 641

Dempsey, Richard A.; Traverso, Henry P.

Scheduling the Secondary School.

National Association of Secondary School Principals, Reston, Va.

REPORT NO.- ISBN-0-88210-147-1
PUB DATE- 83
NOTE 91p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($8.00 plus $3.00 shipping and handling; prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Flexible Scheduling; *Principals; *School Schedules; Secondary Education; *Secondary Schools; Time Blocks

This "how-to-do-it" manual on the intricacies of school scheduling offers both technical information and common sense advice about the process of secondary school scheduling. The first of six chapters provides an overview of scheduling; chapter 2 examines specific considerations for scheduling; chapter 3 surveys the scheduling models and their variations; chapter 4 discusses preparing for the master schedule; chapter 5 gives specifics and examples on how to build a master schedule; and chapter 6 provides a summary and suggestions. The text contains 46 figures. A glossary of terms is provided, and 52 references are listed. (DCS)

ED 254 749 CE 041 053

Garner, C. William; Perrino, Francis M.

A Pilot Study on Career Choices of High Achievers versus Non-Achievers with Reference to Locus of Control and Field Dependence.

PUB DATE- Jan 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Field Dependence Independence; *High Achievement; High Schools; *High School Students; *Locus of Control; *Low Achievement; Vocational Interests
IDENTIFIERS- *Self Directed Search

This research study investigated whether locus of control and field dependence had a relationship to student achievement in grades 11 and 12, and if there were any relationship between these variables and career choice. Using the Self-Directed Search and identifying the first letter of the three-letter code created by answering the questions in the test and identified through the students' perceived occupational preference, a comparison was made to the student's locus of control, field dependence, and achievement status. From 50 high achievers and 50 non-achievers in grades 11 and 12, a random sample of 13 students was selected from each group to identify potential relationships and differences. High achievers were found to have a more significant internal locus of control and to be significantly more field independent than low achievers. In both of the career codes (summary and choice), the first letter for the high achievers and for those with an internal locus was found to be predominantly investigative, while the first letter for the non-achievers and for those with an external locus was realistic. In addition, the Self-Directed Search provided three-letter combinations felt to be aligned with certain occupational possibilities. However, there are some three-letter codes not felt to be compatible with job possibilities; 5 of the 13 non-achievers had such codes, while all of the high achievers had appropriate codes. (Author/KC)

ED 254 763 CG 018 047

Wright, David A.
Project Graduation: A Celebration for Life. Tips on Starting a Tradition of Graduation Celebrations without Alcohol, Drugs, and Accidents!
Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- Dec 84
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Alcohol Education; Community Involvement; Community Programs; *Drinking; *Drug Use; *Graduation; High Schools; *High School Seniors
IDENTIFIERS- Iowa; *Parties (Social Gatherings)

Based on a program which was developed in Maine, this guide provides specific suggestions for establishing a new "tradition" of substance-free celebration at graduation and prom parties for high school students. An introduction discusses the dangers of drinking at high school parties, the benefits of alcohol and drug-free parties, and possible "spinoffs" of Project Graduation parties. Key elements of Project Graduation are listed (e.g., target groups, basic rules, suggestions for community support and planning groups), and examples of substance-free graduation and prom party possibilities are provided. A section on public awareness discusses ways to raise community and student conciousness about the problems of parties that provide alcohol. Methods of increasing student and parent interest and media involvement are listed, along with fund raising suggestions. A section on legal support issues, a list of ways to keep the party substance-free, a list of "miscellaneous success maximizers," and a list of local Iowa resources are also provided. Five appendices include: descriptions of Iowa Project Graduation parties, sample media releases and promotional letters, Iowa drinking and driving data, and excerpts from relevant Iowa law. (BH)

ED 254 778 CG 018 063

Simpson, Nancy
The Mentor-Protege Relationship in Professional Psychology: A Survey of Faculty and Student Attitudes.
PUB DATE- Mar 84
NOTE- 50p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Students; Higher Education; *Mentors; Psychology; *Student Attitudes; *Teacher Attitudes; *Teacher Student Relationship

While the business world has recognized the importance of mentoring, very little notice has been taken in academia. To examine the attitudes of faculty and students toward the mentoring relationship, 16 faculty members and 60 doctoral students in clinical and counseling psychology were surveyed. The questionnaire was organized into definitions of the mentor-protege relationship, self-ratings of mentor and protege personality traits and behaviors, environmental influences on the mentoring process, and frequency of the relationship within the department. Results indicated that students and faculty generally hold similar perceptions of mentoring and think it is a valuable process. Significant differences were found on behavior scores, with applied faculty members and third year students scoring highest on a measure assessing mentor and protege behaviors. While the vast majority (94 percent) of students felt they would like to become involved in a mentoring relationship if the opportunity existed, only 43 percent felt that mentoring was occurring in their program. (The Student Survey and Faculty Survey are appended.) (Author/LLL)

ED 254 792 CG 018 077

Thomas, Jeanne L.
Sex Differences in Satisfaction and Perceived Responsibilities of Grandparents.
PUB DATE- Nov 84
NOTE- 18p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Caregivers; Child Rearing; Discipline; Family Relationship; *Grandparents; Helping Relationship; *Responsibility; *Role Perception; *Sex Differences
IDENTIFIERS- *Satisfaction

Since grandparents can have profound influence on their grandchildren's upbringing, understanding how grandparents present models of male and female roles may enhance understanding of early sex-role socialization. Sex differences in perceptions of grandparenting were examined in a group of grandmothers (N=177) and grandfathers (N=105) who completed a mailed questionnaire. The questionnaires yielded scores for grandparenting satisfaction and perceived responsibility for grandchildren's discipline and care, for helping grandchildren, and for giving childrearing advice. Results indicated sex differences in several grandparent characteristics. Grandmothers and grandfathers differed in demographic characteristics, and family and individual characteristics contributed to grandfathers' but not to grandmothers' satisfaction with grandparenting. Grandmothers' satisfaction scores significantly exceeded those of grandfathers, and grandfathers' scores for perceived responsibilities for grandchildren's care and for giving childrearing advice significantly exceeded those of grandmothers. Grandparents' self-descriptions implied models of distinct male and female attitudes, with grandfathers rather than grandmothers endorsing relatively high levels of responsibility for taking care of grandchildren and for giving childrearing advice. This finding suggests that grandparents may present nontraditional sex-role models. (NRB)

ED 254 848 CS 208 792

Davis, David J.
Writing across the Curriculum: A Research Review.
PUB DATE- 84
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Content Area Writing; Higher Education; *Interdisciplinary Approach; Learning Theories; Literature Reviews; *Student Attitudes; *Teacher Attitudes; *Teaching Methods; Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- Writing across the Curriculum; *Writing Programs

A review of dozens of journal articles and books on the subject of writing across the curriculum reveals the following basic assumptions that seem to characterize most college writing across the curriculum programs: (1) writing is a complex and developmental process; (2) writing should be used to promote learning; (3) the teaching of writing is the responsibility of the entire academic community and of every teacher; (4) the teaching of writing should be integrated across departmental lines; (5) writing serves several functions in the educational context; (6) the universe of discourse is broad; and (7) the teaching of writing should occur during the entire four undergraduate years. Studies also support the assumption that writing increases student learning. It is clear, however, that there is little common agreement on how best to go about fostering writing skills among disciplines operating with quite diverse rhetorical conventions. In addition, few individual faculties seem to have developed a systematic approach giving overall direction to their own practices toward student writing. The apparent broad interest in student writing is accompanied by fragmentation of attitudes, expectations, and practices in that direction. These studies suggest that English departments would serve themselves and the total campus well by seeking ways to cooperate with their colleagues in other disciplines to accomplish what is obviously a widely shared goal--the development of skilled writers. A 33-item reference list is included. (HOD)

ED 254 863 CS 208 821

Myers, Miles

The Speech Events Underlying Written Composition. A Study of
Effective Writing Instruction in Inner-City Secondary Schools.

California Univ., Berkeley.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
NOTE- 139p.
CONTRACT- 400-80-0024
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *Developmental Stages; Elementary Secondary Education; Longitudinal Studies; Minimum Competency Testing; Speech Communication; *Urban Schools; *Writing Evaluation; *Writing Research; *Writing Skills
IDENTIFIERS- Protocol Analysis

A four-year study by the Bay Area Writing Project was conducted to determine the writing competency of inner-city secondary school students on proficiency tests. To determine whether patterns among secondary students reflected developmental trends, the study also examined samples of student writing from grades 4 through 12, for the years 1978, 1980, and 1981. The study concluded that the essays at the four levels of writing competency contained four underlying speech events: (1) encoding, (2) conversations, (3) presentations, and (4) expositions. Based on the theory of underlying speech events, which provides a way of understanding the problems of students who are attempting to move from one competency level to another, the study suggested fluency, focus, and form as three primary problems for students as they move from low to high competency levels. (Writing samples are included in the body of the report, and appendixes include an example of coded copy of student writing during a videotape session, rankings of anchor- or prototype papers by national sample, examples of coding sheets, samples of the anchor- or prototype papers, and a ten-page bibliography.) (HTH)

ED 254 906 EA 017 565

Selove, Rebecca
Relationships among Teachers' Expectations and School Organizational Variables.
PUB DATE- 25 Aug 84
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; Elementary Education; Interprofessional Relationship; Participative Decision Making; Questionnaires; School Organization; *Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Influence; Teacher Participation; *Teacher Response; Teacher Student Relationship; *Teaching Conditions
IDENTIFIERS- Tennessee; Vroom Expectancy Theory

The first of two questions investigated in this paper concerns the relationships among three measures of teachers' expectations: that their students can succeed, that they can be successful as teachers, and that they can influence what happens in their classrooms and schools. The second question involves relationships between these three types of expectations and teachers' perceptions of four characteristics of their school organizations: safety and order in the school, instructional leadership, rapport among teachers, and teacher participation in decision-making in their schools. Questionnaires with 85 items were completed by 1,058 teachers in 97 elementary schools in Tennessee. Outcomes relating teacher expectations to each of the above-mentioned characteristics of school organization are discussed. These outcomes underscored the importance of safety and orderliness for favorable teacher expectations. For efficacy, rapport among teachers was the most salient feature of school organization, and the second most important feature for predicting high expectations and locus of control. Two pages of references are included. (TE)

Wholeben, Brent Edward
Validating Multivariate Decision Modeling for Educational Planning.
PUB DATE- Oct 84
NOTE- 80p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (New Orleans, LA, October 17-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; Computer Simulation; *Decision Making; Elementary Secondary Education; *Evaluation Methods; Mathematical Models; *Models; *Multivariate Analysis; Problem Solving; Validity
IDENTIFIERS- Decision Support Systems; *Multiple Alternatives Model

Complex decision-making environments often demand that a range of alternative strategies be identified and compared for their shared value in achieving desired ends. Simple parametric statistical procedures such as analysis of variance and discriminant function analysis can be used in such situations to compare (using selected criteria) the value of one set of decisions over another. The Multiple Alternatives Model (MAM), formulated by the author in 1978, is described as a system of linear equalities and inequalities, whose dependent variables (the "unknowns") are the various alternatives being evaluated for possible entry into the final solution set, and whose coefficients are criterion values that constrain the comparison and contrast of these alternatives during evaluation. This paper discusses the use of this model in various decision-making contexts. Topics discussed include validation of criteria-based decision-making, structure of alternatives in decision-making, content and process considerations, statistical utilities for decision model validation, tools and mechanics of MAM decision validation, and special considerations in hierarchical model validation. A 16-item list of selected readings and references is included. (TE)

ED 254 935 EA 017 600

Cresswell, Anthony M.; Gerdin, Carolyn N.

Causes and Consequences of Strikes in New York Public School Districts.

PUB DATE- Apr 85

NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Board of Education Policy; *Collective Bargaining; Comparative Analysis; Contracts; Elementary Secondary Education; Employer Employee Relationship; *Labor Demands; Labor Problems; *Negotiation Agreements; Teacher Administrator Relationship; Teacher Militancy; *Teacher Strikes; *Unions

IDENTIFIERS- New York

This study tests the fit of competing models of strike causes on a sample of public school districts in New York. The models are based on differing assumptions. One is that strikes are the result of mistakes or imperfect information; the other is that strikes are rational choices made in expectation of gain. The differences in these views are significant, since they can lead to divergent theoretical and policy conclusions. The models were tested by comparing 14 striking districts to a sample of adjacent or closely similar ones that did not strike in the same year. The gross comparison of the contract changes in strike as opposed to nonstrike situations shows at least three clear patterns: (1) there are more contract changes in strike situations; (2) the overall distribution of gains and losses varies from strike to nonstrike situations; and (3) the relationship of union to board gains varies considerably across different subjects. In terms of overall winners and losers, strike situations seem to favor the board to a modest degree, while nonstrike situations favor the union. The evidence overall tends to support a random or error view of strike effects, while the model of rational choice is weakly supported. References are included. (Author/TE)

ED 254 979 EC 172 030

Maurer, Steve, Ed.
Integration Strategies for Students with Moderate and Severe Handicaps.
Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 84
NOTE- 163p.; Document is printed on colored paper and will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Annotated Bibliographies; *Educational Philosophy; Elementary Secondary Education; Interaction; Interpersonal Competence; *Mainstreaming; Peer Acceptance; Program Administration; Program Descriptions; Resource Materials; School Organization; *Severe Disabilities; Student Attitudes; Systems Approach; Teaching Methods

Intended to help those interested in preparing a plan for integration of students with moderate and severe handicaps, the manual presents a compilation of journal articles, book excerpts, and other materials on practical integration approaches. The initial section addresses philosophical issues in integration of severely handicapped students. Integration strategies are the focus of the second section, which covers such topics as faculty preparation, factors in designing an integration plan, and ways in which educational programs can foster community involvement for severely handicapped students. The concluding section, on resources, includes an annotated bibliography for young people and a series of bibliographies on systems change and on the effects of integration on children (including their attitudes and interactions, social skill development, and peer tutoring). (CL)

ED 255 010 EC 172 069

Faas, Larry A.
Cultural and Educational Variables Involved in Identifying and Educating Gifted and Talented American Indian Children.
PUB DATE- 12 Jun 82
NOTE- 16p.; Paper presented at the Gifted Minorities Conference (Tuscon, AZ, June 12, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *American Indians; *Definitions; Ethnic Groups; *Gifted; *Student Characteristics; *Talent Identification
IDENTIFIERS- Arizona

Interviews were conducted with 45 members of the Arizona Indian community and 34 non-Indian teachers employed at schools where the majority of students are American Indians to examine variables involved in identifying and providing programs for gifted Indian children. Ss were asked a series of questions regarding definitions and characteristics of gifted individuals in their tribe's culture and appropriate identification procedures. Three degrees of adherence to the Indian way of life were noted: (1) Indians who have rejected most aspects of their culture, (2) Indians who practice many traditional ways while also participating in non-Indian cultural experiences, and (3) Indians from homes where the traditional Indian way of life is strictly practiced. The existence of a non-competition ethic among members of the Indian population was acknowledged by many, principally those with strong traditional cultural ties. The concept of giftedness as it is commonly known among non-Indians is largely foreign to traditional Indian culture, and examples of talents and special abilities were references to functional behavior. Guidelines for identification are suggested, including the use of instruments that provide for nonverbal and verbal responses and the application of informal assessment strategies. Instructional program suggestions include an emphasis on one-to-one services rather than identifiable classes for the gifted and provisions for continued stress on basic skill development, particularly language skills. (CL)

ED 254 634 CE 040 801

Holt, Linda K.
Patterns of Enrollment in Adult Education Programs during Incarceration.
Massachusetts State Dept. of Correction, Boston.
REPORT NO.- 13619-80-250-5/84-CR
PUB DATE- May 84
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Programs; Comparative Analysis; *Correctional Education; Correctional Institutions; Differences; *Dropout Characteristics; *Enrollment Influences; Graduates; Postsecondary Education; Prisoners; *Student Characteristics; *Student Participation; Tables (Data); Vocational Education
IDENTIFIERS- Massachusetts

A study examined patterns of enrollment in adult education programs during incarceration. Vocational and academic programs in a single correctional facility in Massachusetts were studied over a four-month period in order to discern any existing differences between offenders who did and did not participate in educational programs and also to determine whether any significant differences existed between those who remained in programs and those who withdrew. Of the 1,196 individuals in the sample, 499 (42 percent) participated in educational programs. At the end of the study, 149 (30 percent) of the original 499 program participants were still enrolled in courses, 163 (33 percent) had completed courses, and 187 (37 percent) had withdrawn from courses. It was concluded that the following types of individuals were more likely to participate in educational programs: younger offenders, persons belonging to a minority group, and those with a less extensive criminal history. Offenders with low levels of education were more likely to participate in academic programs, whereas those with high levels of education were more likely to participate in vocational programs. No differences were found between those offenders who tended to complete educational programs and those who withdrew. (Ten tables of data are included in this report.) (MN)

ED 254 660 CE 040 869

Gilli, Angelo C., Sr.
Connecting Vocational Education with Economic Development: Proceedings of the Maryland Vocational Administrators' Conference (Baltimore, Maryland, October 11 and 12, 1983).
Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
PUB DATE- Feb 84
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Policy; Administrative Principles; Administrator Role; County Programs; *Economic Development; Educational Administration; Educational Needs; Educational Planning; Educational Policy; *Education Work Relationship; Labor Needs; Postsecondary Education; *Program Administration; Program Evaluation; Questionnaires; Regional Planning; Relevance (Education); School Business Relationship; School Districts; School Role; Secondary Education; Statewide Planning; *Vocational Directors; *Vocational Education
IDENTIFIERS- *Maryland

These proceedings contain the texts of the following papers: "Relationship of the Governor's Employment and Training Council to Vocational Education and Economic Development" by George Merrill; "How to Manage Vocational Programs to Meet Industrial Needs" by John R. Nauright; "County Connections: The Montgomery County Experience" by Ionna T. Morfessis; "County Connections: Baltimore City Panel Summary" by Bernard L. Berkowitz; "Baltimore City Economic Development: A View from the Community College of Baltimore" by E. S. Inocencio; "How Vocational Education in Baltimore Fulfills a Role in Economic Development" by Lloyd M. Alston; "County Connections: The Garrett/Allegany Counties Economic Development Panel" by J. Kenneth Bittinger; "The Role of Vocational-Technical Education in Economic Development" by Addison S. Hobbs; and "Education and Economic Development" by James D. Tschechtelin. Also included in the proceedings are notes taken by Lynne M. Gilli during Joseph Fisher's delivery of a conference paper entitled "Economic Development--What It Is and Isn't" (the actual text of which was not provided) and an evaluation of the conference. Appendixes to the proceedings include the conference agenda, the instrument used to evaluate the conference, and a discussion of a special cracker-barrel session held during the conference. (MN)

ED 254 673 CE 040 917

The Need: Education with a Marketable Skill. Fourteenth Annual Evaluation Report on Vocational Education in Virginia 1982-83.

Virginia State Advisory Council on Vocational Education, Blacksburg.

PUB DATE- Dec 83

NOTE- 45p.; For a related document, see CE 040 916.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Advisory Committees; Annual Reports; *Educational Assessment; Educational Finance; *Educational Needs; Employment Projections; Entrepreneurship; High Schools; Program Costs; *Program Effectiveness; Program Evaluation; *Program Improvement; *State Programs; State Surveys; Statewide Planning; Two Year Colleges; *Vocational Education

IDENTIFIERS- *Virginia

This 1982-83 annual report on vocational education in Virginia is organized under four major categories: (1) recommendations for improving the state's vocational education programs, services, and activities; (2) extent to which Council recommendations have received consideration; (3) review of the vocational education annual program plan provisions; and (4) review of service to people and their needs. The evaluations contained in the report resulted from data obtained from records and reports from agencies, interviews, public meetings, participation of Council members and staff in vocational activities and programs throughout the year, as well as evaluative studies and previous evaluations made by the Advisory Council. Recommendations for improving the state's vocational education programs include communicating mathematics and science requirements taught in vocational education to parents and students so that vocational education is not seen as a way to avoid additional mathematics or science instruction, requiring local vocational advisory councils to file annual reports, increasing state board involvement in planning for vocational education, upgrading employment counseling and placement services in the secondary schools, and incorporating a training component on entrepreneurship in each vocational education program. An appendix to the report contains statistics on job forecasts for Virginia, various comparisons of 1981-82 high school graduates, and community college enrollment data. (KC)

ED 254 686 CE 040 962

Low Voltage Alarm Apprenticeship. Related Training Modules. 0.1 History of Alarms.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 21p.; For other apprenticeship documents related to this trade, see CE 040 963-969.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Alarm Systems *Apprenticeships; Autoinstructional Aids; Behavioral Objectives; *Crime Prevention; Electrical Occupations; Electrical Systems; Electronic Equipment; *Fire Protection; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; Postsecondary Education; *Trade and Industrial Education

This packet of one learning module on the history of alarms is one of eight such packets developed for apprenticeship training for low voltage alarm. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a check list of steps the student should complete), a vocabulary list, an introduction, information sheets, assignment sheet, job sheet, self-assessment, self-assessment answers, post-assessment, instructor post-assessment answers, and a list of supplementary references. Supplementary reference material may be provided. (YLB)

ED 254 719 CE 040 995

Millwright Apprenticeship. Related Training Modules. 5.1-5.16 Drafting.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 210p.; For related documents, see CE 040 991-041 007. Many of the modules are duplicated in CE 040 973.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Apprenticeships; Behavioral Objectives; *Blueprints; *Drafting; Job Skills; Job Training; Learning Modules; Machine Tools; Measurement; Measurement Equipment; *Orthographic Projection; Postsecondary Education; Power Technology; *Trade and Industrial Education; Welding

IDENTIFIERS- *Millwrights

This packet, part of the instructional materials for the Oregon apprenticeship program for millwright training, contains 16 modules covering drafting. The modules provide information on the following topics: types of drawing and views, sketching, blueprint reading/working drawings, working drawings for machines and welding, machine and welding symbols, basic blueprint reading and drafting, machine features for drafting, measurement, and visualization. Each module consists of a goal, performance indicators, student study guide, introduction, information sheets illustrated with line drawings and photographs, a self-assessment test with answers, and a post-assessment test. (KC)

ED 254 735 CE 041 020

Older Americans Act Amendments of 1984. Conference Report to Accompany S. 2063 from the Committee of Conference, 98th Congress, 2d Session, Report 98-1037.

Congress of the U.S., Washington, D.C. House.; Congress of the U.S., Washington, D.C. Senate.

PUB DATE- 19 Sep 84

NOTE- 50p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Age Discrimination; *Aging (Individuals); American Indians; Community Programs; Demonstration Programs; *Federal Aid; *Federal Legislation; Gerontology; *Older Adults; Research and Development; State Programs; Statewide Planning

IDENTIFIERS- Administration on Aging; Amendments; Congress 98th; *Older Americans Act 1965; Reauthorization Legislation

These recommendations are made by a Committee of Conference to amend the Older Americans Act of 1965. The committee, composed of members of both the House of Representatives and Senate, recommends changes in the amendment proposed by the House to the Senate bill to extend the authorization of appropriations for, and to revise, the Act. (The Senate has disagreed with the amendment of the House.) Following the text of the amendment, cited as the "Older Americans Act Amendments of 1984," is a joint explanatory statement of the Committee of Conference. This statement describes the changes that could be brought about by the House and/or Senate amendment(s) to each title of the Act and then cites the Conference agreement. (YLB)

ED 254 834 CS 007 960

Harlin, Rebecca P.
Prereaders' Story Processing Strategies.

PUB DATE- 19 Oct 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Florida Reading Association (22nd, Jacksonville, FL, October 18-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; Early Childhood Education; Early Reading; *Language Processing; Language Usage; Nursery Schools; *Parent Role; *Prereading Experience; Reading Instruction; Reading Research; Reading Strategies; Story Reading
IDENTIFIERS- Print Awareness; Story Grammar; *Story Telling by Children

A study examined prereaders' story processing strategies by assessing their performance on tasks that tapped their ability to (1) use story grammar and role playing, (2) retell a wordless picture book, (3) read a predictable book, (4) retell an oral story, (5) sequence pictured story events, and (6) fingerpoint-read a nursery rhyme. Parent interview data were also used to indicate experiential background with stories. Results indicated that prereaders' story processing strategies varied according to age, task format, print awareness, and home reading experiences. While older subjects tended to perform better on some tasks such as syntactic recall, picture sequencing, and fingerpointing, there were no significant differences in tasks involving story elements and role taking, main idea, reasoning, predicting, projecting, linking with prior experiences, semantic recall, line sequencing, or word recognition. The findings also indicated that children with a well-developed sense of story employed more successful strategies on other tasks regardless of their pictorial or nonpictorial format. While the results of a print awareness task indicated that the ability to map speech to print was correlated with age, it was more strongly related to a composite of three story processing tasks: sequencing story events, using semantic information, and projecting story events. It was also apparent that particular aspects of the home reading experience had a more significant impact on the development of certain story strategies than others. These included the number of people available to read to the child, the rereading of favorite story books, and the discussion of story books after the child's assumption of the role of reader through sharing books with younger siblings/children. (FL)

ED 254 878 CS 504 858

Hunt, Steve
A Curriculum Model for a Small College Communication Department.
PUB DATE- Oct 83
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; *Departments; Higher Education; Humanistic Education; Liberal Arts; Models; *Program Content; Program Descriptions; *Speech Communication; *Speech Curriculum
IDENTIFIERS- Lewis and Clark College OR; Theory Practice Relationship

The communications department at Lewis and Clark College (Portland, Oregon) has grown from two faculty with three declared communications majors in 1965 to six faculty with 135 declared majors in 1984. The department curriculum is subdivided into three central areas of study: rhetoric and public address, interpersonal/organizational communication, and mass media. Each area of the department has an associated set of activities and internships, and there is a separate theatre department. The communications department, which views communications as both a liberal arts/humane study and a career-oriented preprofessional field, seeks to integrate theory, research, and skills. Rhetoric and public address classes clearly fit the classical conception of the liberal arts and humane studies. Since the students in interpersonal communication classes are thinking, listening, evaluating, and learning constantly how to synthesize and integrate information from a variety of disciplines and subject areas and to apply the results to current problems, interpersonal communication also fits the mold of liberal arts. These same communication studies are also very much career oriented, preprofessional, or skill related, such as public speaking, organizational communication, and journalism and broadcast communication. Far from being purely skills courses, they are what Aristotle would have described as humane arts if taught from a research knowledge base and with perspective. (HTH)

ED 254 949 EA 017 614

Smulyan, Lisa
Collaborative Action Research: Historical Trends.
PUB DATE- Apr 84
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Educational History; *Educational Research; *Educational Trends; Expectation; Research Methodology; Research Problems; Research Utilization
IDENTIFIERS- *Collaborative Research; Researcher Practitioner Relationship; *Research Trends

This paper presents a historical overview of the use of action research in education and describes the basic assumptions and expectations that continue to characterize collaborative research projects today. Action research was initiated in the 1930's by Kurt Lewin and adapted by educators in the 1940's. Interest in action research declined between 1953 and 1957, and, during the 1960's and early 1970's, action research became inquiry done by practitioners with the help of a consultant. In the mid-1970's, new and expanded views of action research began to appear, leading to a revival that has continued into the 1980's. In recent studies, the method itself has become a topic for inquiry. Certain common expectations about the process of collaborative action research can be identified and grouped into the following three categories: (1) participation in the research process--teacher and researcher roles; (2) staff (practitioner) development--expectations and outcomes; and (3) conditions or requirements necessary for successful collaborative action research. Some of the problems involved in carrying out a collaborative action research project are also discussed. A 38-item reference list is provided. (DCS)

ED 254 964 EA 017 649

State Rather than Federal Policies Provided the Framework for Managing Block Grants. Report to the Congress by the Comptroller General of the United States.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/HRD-85-36

PUB DATE- 15 Mar 85

NOTE- 69p.

AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20877 (free).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Block Grants; Compliance (Legal); *Delivery Systems; *Federal State Relationship; Government Publications; Government Role; Legal Responsibility; Management Systems; *Program Administration; *Program Implementation; State Standards

IDENTIFIERS- *Audits; Omnibus Budget Reconciliation Act 1981

Trends described in the planning and management of block grant programs are based on 13 states' implementation of seven block grants: (1) alcohol, drug abuse, and mental health services; (2) community services; (3) education; (4) low-income home energy assistance; (5) maternal and child health services; (6) preventive health and health services; and (7) social services. For programs other than community services, states used existing organizations and provider networks. The 13 states reported management improvements that focused on reduced time and effort in the preparation of applications and reports, changed or standardized administrative procedures, improved planning and budgeting, and better use of staff. The absence of uniform and consistent data at the state level precluded measurement of state administrative costs. In 1984 Congress added new data collection provisions to five of the seven block grants, and the 1984 Single Audit Act created uniform audit requirements for federal assistance to state and local governments. The appendixes contain a list of the 11 reports issued to date by the General Accounting Office on the implementation of block grants and a letter from the Chairman of the Senate Committee on Governmental Affairs requesting this study. (MLF)

ED 254 994 EC 172 046

Bronston, William
Project Interdependence: 1983/84 Report.
Project Interdependence, Sacramento, CA.

PUB DATE- Mar 84
NOTE- 54p.; An annual report submitted to the California Legislature.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aesthetic Education; Attitude Change; *Career Education; Cooperative Programs; *Disabilities; Program Development; Public Policy; School Business Relationship; *Schools; Special Education; *State Agencies; State Aid; *State Programs; Vocational Rehabilitation
IDENTIFIERS- *Project Interdependence CA

The report addresses the background and accomplishments of Project Interdependence, an economic development model created to demonstrate public/private partnerships with California's youth for careers in science, the arts, recreation, and sports. A review of the project's history cites the influence of the International Year of Disabled Persons, its growth from the original 10 high school districts, and difficulties over jurisdictional and funding issues with the California Departments of Rehabilitation and of Education. A section on administration notes accomplishments (including the establishment of a formal project board) and problems (such as the uncertainty of continued funding). Financing achievements and problems are specified and program achievements are cited for three phases: discovery/awareness, community services, and career exploration. Concluding segments address staff training achievements, impact on students (notably in terms of self-concept, competence, self-esteem, and participation in school, work, and community), benefits to school (including development of innovative curriculum and training models and materials), benefits to corporations (such as tax deductions and increased corporate name identities), and public attitude change resulting from such approaches as monographs, videocassettes, and media coverage. Above all, it is concluded, positive attitudes have been engendered toward the integration of students with and without disabilities. (CL)

ED 254 622 CE 040 125

Fraser, Bryna Shore

(Re)Training Adults for New Office and Business Technologies. State-of-the-Art Paper.

Tennessee Univ., Knoxville. Office for Research in High Technology Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 75p.; For related documents, see CE 040 115-126. Product of the "High Technology Education: A Program of Work" Project.
CONTRACT- 300-83-0176
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *Automation; Data Processing; Economic Development; *Educational Needs; Futures (of Society); *Job Training; *Office Occupations; Office Occupations Education; Population Trends; Program Descriptions; *Retraining; Skill Development; Skill Obsolescence; State of the Art Reviews; *Technological Advancement; Word Processing
IDENTIFIERS- *Office Automation

This paper addresses the extent to which retraining and training programs are available for employed and unemployed adults. First, demographic and economic shifts and projections into the next century are discussed as the context for needed training. Second, the promise and positive impacts of new technologies in office and business settings are explored, along with the problems that may accompany the introduction of automation in such settings. Approaches to avoiding or alleviating these problems are then presented, along with an examination of the general barriers to adult participation in (re)training programs. The third section discusses the types of training programs available to adults from a variety of providers in the corporate sector (in-house programs, contracts with a postsecondary education institution, tuition-assistance programs, union negotiated training programs), the education and training sector (noncollegiate postsecondary schools, four-year colleges and universities, two-year colleges, professional associations), and the public sector (educational brokering services, public school systems, local community programs, Federal employment and training programs, collaborative training programs). Examples of specific programs are detailed for each sector. Increased emphasis on programs and information that address the needs of adults for training in new office and business technologies is recommended. (Author/YLB)

ED 254 702 CE 040 978

Stationary Engineers Apprenticeship. Related Training Modules. 8.1-8.13 Hydraulics.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 125p.; For related documents, see CE 040 971-990. Many of the modules are duplicated in CE 040 007.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Apprenticeships; Behavioral Objectives; *Hydraulics; Individualized Instruction; Job Skills; Learning Modules; Maintenance; Postsecondary Education; Power Technology; *Trade and Industrial Education

IDENTIFIERS- *Stationary Engineering; Troubleshooting

This packet of 13 learning modules on hydraulics is one of 20 such packets developed for apprenticeship training for stationary engineers. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a checklist of steps the student should complete), an introduction, information sheets, a vocabulary list, assignment sheet, job sheet, self-assessment, self-assessment answers, post-assessment, and instructor post-assessment answers. The 13 training modules cover levers; transmission of force; symbols; basic systems; pumps; pressure relief valve; reservoirs; directional control valve; cylinders; forces, area, and pressure; conductors and connectors; troubleshooting; and maintenance. (YLB)

ED 254 820 CS 007 914

Partridge, Susan
Writing to Read.
PUB DATE- 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; *Computer Assisted Instruction; *Computer Software; Early Reading; Individual Needs; *Phonetics; Primary Education; Program Content; Program Effectiveness; Public Opinion; Reading Attitudes; *Reading Instruction; Spelling; Student Needs; Teacher Attitudes; Writing Instruction
IDENTIFIERS- Reading Writing Relationship; *Software Evaluation; *Writing to Read Program

The progress, development, and evaluation of the Writing to Read computer program developed by John Henry Martin are detailed in the three sections of this paper. Describing the program as a writing-to-read system that relies initially on children's phonetic spelling--letting the sounds uttered be coded without attention to the inconsistencies of English spelling, the first section reviews several of the reports written about the program and the testing of the program in several states and concludes that the program does not provide for the individual needs of all the children. The second section reveals some of the criticisms of the program, as well as questions raised by parents and teachers. The final section notes that the conclusions reached in 1982-1983--the first year of the experiment--still stand at the end of the second and final year, and poses several questions, among them "How will the participants in the Writing to Read program be reading several years from now?" and "Will they have a favorable attitude toward reading?" A six-item bibliography concludes the document. (HOD)

ED 254 893 CS 504 878

Bryant, Kenneth G.
The Outdoor Community Drama as a Remedy for Social Ills as Illustrated by "The Pageant and Masque of St. Louis" (1914).
PUB DATE- 4 Apr 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Cooperation; Community Coordination; *Community Involvement; *Community Planning; *Community Programs; *Drama; Intellectual History; Local History; *Outdoor Activities; Speech Communication; *Theater Arts; Thematic Approach
IDENTIFIERS- *Drama of Democracy; MacKaye (Percy)

In May 1914, the largest community pageant production ever staged in the United States, "The Pageant and Masque of St. Louis," was presented in St. Louis's Forest Park. This production, involving over 7,500 participants, was presented not merely for the enjoyment it might bring to its participants and audiences, but also for what the production's leaders saw as its possible role in remedying the social ills of the St. Louis community. The pageant was a large scale experiment in what had come to be known as the Drama of Democracy. It was Percy MacKaye who, through his critical writings and numerous pageant and masque productions, defined what would be accepted as the three fundamental tenets of the "Drama of Democracy." First, it had to be produced and appreciated by the common man. Second, it had to be supported by public funds and agencies. And, third, large numbers of people had to participate in its production. "The Pageant and Masque of St. Louis" fulfilled each of the these three tenets. The action of the pageant and masque was built around Indian tales and the history of the St. Louis area, the production was conceived by the people of St. Louis and produced by civic groups and city administrative officials, and over 7,500 citizens took part in the production. (HOD)

Bhaerman, Robert D.; North, Ricke A.

Skills for the Changing Workplace: An Automotive Repair Instructor's Guide. Research and Development Series No. 256.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 87p.; For related documents, see ED 240 283 and CE 040 849-851.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD256--$8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Business Administration; Classroom Techniques; Communication Skills; Cooperative Education; Decision Making Skills; Economics; Educational Objectives; *Educational Resources; Employee Attitudes; *Employment Potential; *Integrated Activities; Interpersonal Competence; *Job Skills; Learning Activities; Organization; Planning; Postsecondary Education; Problem Solving; *Teaching Methods; Technical Education; Work Attitudes
IDENTIFIERS- *Quality of Working Life

This guide was developed to assist vocational instructors in automotive repair programs in presenting broadly applicable nontechnical (often called quality of work life--QWL) skills, such as interpersonal and group process skills, problem solving and decision making, planning, communications, reasoning skills, and organizational management skills. The guide provides examples of instructional strategies and student learning activities that can be used to integrate such objectives into existing programs. It also identifies supportive resources and indicates where they can be used to aid in developing QWL skills. The following traditional instructional methods are identified and discussed in the guide: the textbook-workbook approach, the lecture/discussion method, the demonstration method, and the show-and-tell method. The following additional approaches also are discussed: the project method, the problem-solving method, the discovery method, individualized instruction and performance-based instruction, the contract method, peer teaching and peer tutoring, simulation and role playing, the instructional worksheet method, the case-study method, the business enterprise and entrepreneurship approach, the unit approach, and miscellaneous techniques. Finally, the following experiential approaches are discussed: cooperative education and job shadowing. The guide also includes selected resources on quality of work life objectives; on the instructional approaches; and on selecting labor, business, and industry contacts. (KC)

ED 254 720 CE 040 996

Millwright Apprenticeship. Related Training Modules. 6.1-6.12 Human Relations.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 167p.; For other apprenticeship documents related to this trade, see CE 040 991-041 007. For pre-apprenticeship documents covering human relations (using many of the same modules) see ED 217 258-268. Many of the modules are duplicated in CE 040 968 and CE 040 976.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Communication Skills; Decision Making Skills; Employment Interviews; *Employment Potential; Group Experience; *Human Relations; *Interpersonal Competence; Job Application; Job Skills; Job Training; Learning Modules; Money Management; Portfolios (Background Materials); Postsecondary Education; Student Responsibility; *Trade and Industrial Education

IDENTIFIERS- *Millwrights

This packet, part of the instructional materials for the Oregon apprenticeship program for millwright training, contains 12 modules covering human relations. The modules provide information on the following topics: communications skills, feedback, individual strengths, interpersonal conflicts, group problem solving, goal setting and decision making, worksite visits, resumes, interviews, expectation, wider influences and responsibilities, and personal finance. Each module consists of a goal, performance indicators, student study guide, introduction, information sheets illustrated with line drawings, an assignment sheet, a self-assessment test with answers, and a post-assessment test. (KC)

ED 254 750 CE 041 054

Miller, Maureen E.
Developing a Management Curriculum for a Cytotechnology Training Program.
PUB DATE- Apr 84
NOTE- 49p.; Exit Project, Indiana University, South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Education; Administrators; *Business Administration; *Curriculum Development; Instruction; Laboratory Procedures; *Laboratory Technology; Management Development; Managerial Occupations; Postsecondary Education; Science Laboratories; *Supervisory Methods; Teaching Methods
IDENTIFIERS- *Cytotechnology

This study reviewed the literature in the field of health care management, particularly that which pertains to the management of the clinical laboratory. The research cited should help cytotechnology educators in planning a management curriculum and developing program objectives to train cytotechnologists in management. The report is an annotated review of literature in four sections, each of which has several subsections. The first section is a general category that contains examples of management training for medical technology students and all-purpose texts that cover most areas of laboratory management. The second section includes material requirements in the cytology laboratory, quality control, and fire and safety procedures. In the third section, the following types of materials are reviewed: management tools, communication, interviews and appraisals, and discipline and counseling. The fourth section reviews materials on Management by Objectives, management styles, staffing and workload, and planning and budgeting. (The literature cited reflects the type of management--positive discipline and participative management--practiced at the South Bend Medical Foundation where the management curriculum was originally written.) (KC)

ED 254 764 CG 018 048

Kramer, Nanette A.; And Others

Differential Effects of Age within a Geriatric Population.

PUB DATE- Nov 84

NOTE- 21p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; Educational Background; Gerontology; Individual Differences; *Mental Health; *Older Adults; *Physical Health; Sex Differences

While the geriatric population covers an age range of 30 to 40 years people over age 60 are often treated as a homogenous group. To study the possibility of age changes and differences within the older population, data were collected from the charts of 60 patients (randomly selected within each of three age groups: 60-69, 70-79, 80-89) of an urban, comprehensive-care outpatient hospital geriatric clinic. The effects of different chronological ages (between 60-89) and demographic factors (marital status, education, and gender) on aspects of physical and mental health (extent and nature of problems) were analyzed. The results suggested minimal differential effects of age per se on physical and mental health within a geriatric population. When differences in the extent of problems were noted, they seemed to be attributable to factors other than age, i.e., education levels or gender. Also, initial evaluations were less revealing of subjects' psychosocial and concrete service problems than were later follow-up evaluations. (Nine tables of collected data are included.) (Author/BH)

ED 254 779 CG 018 064

Wollert, Richard

An Information and Referral Model for Improving Self-Help Group Utilization.

PUB DATE- Aug 84

NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Community Information Services; Models; Pilot Projects; Program Effectiveness; Research Projects; *Self Help Programs; User Satisfaction (Information)

IDENTIFIERS- Saskatchewan

This paper describes the Self-Help Information Service (SIS), and summarizes data evaluating the program. Associated with a generally focused information and referral service (I&R), SIS was designed to facilitate research on self-help groups. Its specific goals were to develop and maintain a telephone referral service disseminating self-help group information, and to record the number of community residents interested in joining self-help groups and the scope of their self-help concerns. The I&R provided personnel assistance in exchange for assistance with information collection and dissemination, and record keeping. A Group Resource Inventory (GRI) and a Potential Member Inventory (PMI) were devised to record information from community residents and from self-help groups. The SIS team completed the inventories following a standardized interview protocol. A 3-month information campaign promoting SIS use by community residents was followed by an abbreviated campaign 6 months later. Results of program evaluation indicated that the I&R information base was expanded. A formative evaluation and follow-up of operator and consumer satisfaction reflected high levels of satisfaction. The results indicate that an information-intensive approach is capable of addressing some important issues in the field of mental health. (The GRI and PMI are appended.) (LLL)

ED 254 793 CG 018 078

Luppens, Jean; And Others

Predictors of Home Based Long-Term Care Services.

PUB DATE- Nov 84
NOTE- 24p.; Revised version of a paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Client Characteristics (Human Services); Delivery Systems; *Disabilities; *Home Programs; Human Services; Individual Needs; *Older Adults; *Predictor Variables; Program Effectiveness; Use Studies
IDENTIFIERS- Caregivers; *Long Term Care

An attempt was made to determine predictors of service need, use, and outcome among chronically impaired adults and aged who were living in the community and using the home-based, long term care services of the Chronic Illness Center (CIC) of the Cuyahoga County Hospitals (Ohio). Randomly selected consumer service records (N=200) were coded for the three client groups served by the CIC: chronically ill adults and aged, those in need of protective services, and caregivers. The usefulness of predisposing, need, and enabling variables for the prediction of service need, use, and outcome was examined by multiple regression analysis. Variables in the enabling category were found to be the best predictors of service need (personal security) and service use (personal and social resources). The need variable of physical health was the best predictor of service outcome. Data indicated the multidimensional vulnerability of chronically impaired adults and aged consumers of home-based, long term care services. The findings confirmed that the CIC's philosophy and organization of service delivery offer a viable model for provision of home-based long term care services. (NRB)

ED 254 806 CG 018 093

Locking Up the Female Offender: An Assessment of Women in Kentucky Prisons and Jails.

Illinois Univ., Champaign. Community Research Center.

SPONS. AGENCY- Kentucky Commission on Women, Louisville.
PUB DATE- Sep 84
NOTE- 131p.
GRANT- KY-COM-ON-WOMEN-3498
AVAILABLE FROM- Community Research Center, University of Illinois at Urbana-Champaign, 505 East Green Street, Suite 204, Champaign, IL 61820.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Custody; *Correctional Institutions; Family Problems; *Females; Interviews; Medical Care Evaluation; *Prisoners; *Rehabilitation; *Sex Differences; Sexual Harassment
IDENTIFIERS- *Kentucky

Between December 1980 and May 1981, the status of women in Kentucky jails and prisons was examined in the state's two women's prisons and in 119 county jails. The facilities were surveyed and assessed, and interviews were conducted with all women (N=95) in the Kentucky state prison system, men (N=111) incarcerated in the state system, women (N=35) in 18 county jails, and prison administrators. Data, which came principally from inmate-respondents, showed that women in the Kentucky prison system were older, better educated, and less likely to have prior criminal records than men. A woman's separation from her children was considered the most traumatic aspect of institutionalization for her, and the geographical isolation of Kentucky's two state prisons was considered the single most negative factor about the women's prison system. Women in both prisons and jails were documented as having more medical problems than men; inmates in both prisons and jails complained of inadequate medical attention. Women in both prisons and jails alleged sexual harassment or assault. The majority of jails provided no vocational, educational, or extensive psychological rehabilitation programs. Results from this study led to several recommendations for change and improvement of the correctional system for women in Kentucky. (NRB)

ED 254 849 CS 208 796

Lowthian, Carol P.; Mingle, James R.

Writing Across the Curriculum.

Southern Regional Education Board, Atlanta, Ga.
PUB DATE- Jun 82
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Content Area Writing; *Course Content; Course Descriptions; Higher Education; Program Descriptions; Program Implementation; *Writing Instruction
IDENTIFIERS- *Writing across the Curriculum; Writing Programs

Focusing on the practical applications of content area writing, and programs using writing assignments in all areas of the college curriculum, this serial issue has three sections. The theme article, "Writing across the Curriculum," discusses the writing across the curriculum movement, and examines ways two colleges have incorporated writing into their general education requirements and their upper level requirements. In this same context, it also describes comprehensive institution-wide programs, faculty development, and some of the problems inherent in implementing such writing programs. A second article, "An Upper-Division Writing Course," by Robbins Burling, describes the background and implementation of an upper-division writing course in anthropology. Thirdly, an interdisciplinary syllabus for a composition course is included in the report (HTH)

ED 254 864 CS 208 828

Duke, Charles R.
A Look at Current State-Wide Text Adoption Procedures.
PUB DATE- Mar 85
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; Language Arts; National Surveys; Reading Material Selection; *State Standards; *State Surveys; *Textbook Evaluation; *Textbook Research; *Textbook Selection; Textbook Standards
IDENTIFIERS- *State Textbook Adoption Policies

To determine what procedures and criteria are being used in states with state-wide textbook adoption and to determine what similarities and differences might exist from state to state, state textbook administrators in such states were asked to respond to a 39-item questionnaire and to supply materials that explained their states' procedures and criteria in some detail. An examination of the data revealed several areas of concern, among them that (1) the criteria used for evaluation vary widely and appear not always to relate clearly enough to current instructional practices to be of much value; (2) appropriate training for evaluators in using specific criteria is lacking; (3) the apparent duplication of effort at both state and local levels in evaluating instructional materials raises questions about the efficiency and effectiveness of the process; (4) reviews at the state level do not appear to have much uniformity, and textbook commission members frequently do not do the actual reviewing but pass that task on to friends and colleagues; (5) the translation of evaluators' reviews of text materials into final votes for adoption remains unclear; (6) economic factors seem to be a major influence in states keeping state-wide adoption practices; and (7) no available evidence indicates the optimum time for the reviewing process. (HOD)

ED 254 907 EA 017 567

Medley, Donald M.
"A Place Called School" and "High School": A View of Two Recent Reports on Schools from the Perspective of Research on Teaching.
PUB DATE- 25 Apr 84
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Book Reviews; *Educational Improvement; *Elementary Secondary Education; *High Schools; *Instructional Improvement; *Teacher Education; Teacher Improvement; *Teachers
IDENTIFIERS- *High School A Report on Secondary Educ in America; Place Called School (A)

This document reviews "A Place Called School," by John I. Goodlad, and "High School. A Report on Secondary Education in America," by Ernest L. Boyer. The reviewer acknowledges that both are well written and their conclusions ring true, but he finds that their recommendations may not be far reaching enough. Boxer is critized for basing his recommendations and conclusions almost entirely on this one study, appearing to have little specialized knowledge about teaching, not referring to the relevant research literature, and making only common-sense recommendations. Goodlad is found to be more scholarly in tone, listing more statistical data, and making more use of related research, but the reviewer regrets Goodlad's inability to transcend conventional wisdom in his recommendations for instructional improvement, and suggests that those recommendations do not go far enough in bringing about the "radical breakthrough" that is needed. Nevertheless, the reviewer has hopes that these books will produce the public awareness and support needed to bring about school improvement. (DCS)

ED 254 922 EA 017 585

Wholeben, Brent Edward

Retrenchment in Education: Hierarchical Decision Models for Instructional Program Termination, District Consolidations and School Closures.

PUB DATE- 4 Apr 85

NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Budgeting; Computer Simulation; Consolidated Schools; *Decision Making; Educational Administration; *Educational Planning; *Educational Policy; Elementary Secondary Education; Higher Education; Management Information Systems; *Models; Problem Solving; *Retrenchment; School Closing; School District Reorganization

IDENTIFIERS- Decision Support Systems; Hierarchical Decision Models

A number of key issues facing elementary, secondary, and postsecondary educational administrators during retrenchment require a hierarchical decision-modeling approach. This paper identifies and discusses the use of a hierarchical multiple-alternatives modeling formulation (computer-based) that compares and evaluates a group of solution alternatives for (1) their feasibility as defined by the criterion constraints of the solution environment and (2) their individual contribution to the goals of the decision model. The application of this hierarchical multiple-alternatives model is illustrated with respect to three specific problem areas: (1) targeting of individual program budgets for graduated reduction; (2) consolidation of separate school districts into a unified district; and (3) selective analysis of individual schools in a district for subsequent closure, lease, sale, and/or mothballing. Finally, currently available computer programs are evaluated for their utility in hierarchical decision-modeling. Two pages of references are included. (TE)

ED 254 936 EA 017 601

Governor's Educational Summit Task Force Report.

Michigan Governor's Office, Lansing.

PUB DATE- Dec 84
NOTE- 26p.; Prepared by the Governor's Educational Summit Task Force.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Attendance; Career Planning; Certification; College School Cooperation; Cooperative Programs; Discipline Policy; *Educational Objectives; Educational Technology; Elementary Secondary Education; Higher Education; Scholarships; State Action; State Aid; *State Programs; State School District Relationship; *State Standards; *Statewide Planning; Student Transportation
IDENTIFIERS- Michigan; Michigan Merit Scholarship Program

This booklet contains a series of potential educational goals for Michigan in 1985, prepared by a task force appointed by the governor. The selection of these goals was guided by three major considerations: programs likely to achieve progress within a year, projects directly affecting the classroom level, and goals with statewide effects. These goals address the following areas: (1) early childhood education, (2) expanded student testing and assessment, (3) high technology in education, (4) Michigan accreditation standards, (5) Michigan Certification Code changes, (6) Michigan Merit Scholarship program, (7) Michigan schools communication plan, (8) professional development, (9) school and business partnerships, (10) school district/university teacher exchanges, (11) school improvement process, (12) school attendance and discipline, (13) student career plan, (14) student transportation funding improvements, and (15) university/school district improvement program. (TE)

ED 254 980 EC 172 031

White, George T., Jr.
Special Education Administration and Microcomputers: Some Considerations for Hardware and Software in the 1980's.
PUB DATE- Apr 84
NOTE- 23p.; Paper presented at the New Horizons in Deaf Education Conference: Instructional Use of Microcomputers (Austin, TX, April 26-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Computer Managed Instruction; *Computer Software; *Disabilities; Elementary Secondary Education; *Program Administration; *Special Education

Increasingly, software is being developed for special education administrative purposes, including Individualized Education Program development and documentation, database management for reporting and monitoring instructional programs for federal accountability, statistical analysis for program monitoring, and creative uses. The widespread use of such software, however, can lead to abuse of student records and data files. Directors of special education should examine logistical and practical matters prior to buying software and should consider factors related to security, storage, and use of the hardware/software. Administrators can overcome computer resistance through a variety of approaches, including not trying to change everything all at once, acquainting all staff with computer operations, understanding the system, and involving appropriate staff in the choice of equipment and training. The ideal computer work station should serve a variety of purposes, including word processing, electronic mail, mail label printing, and an electronic clock and calendar. Work stations should include such hardware as a user-friendly keyboard and two disk drives or one disk drive with a second hard disk drive. Further, the hardware should be supported by a service contract. Guidelines for evaluating special education administration software center on such aspects as documentation, user support, and value to end-user. (CL)

ED 255 011 EC 172 070

Weintraub, Frederick J.; Ramirez, Bruce A.
Progress in the Education of the Handicapped and Analysis of P.L. 98-199. The Education of the Handicapped Act Amendments of 1983. Special Education in America: Its Legal and Governmental Foundations Series.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-156-0
PUB DATE- 85
NOTE- 75p.
CONTRACT- 400-81-0031
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($6.00, $5.10 Members; Publication No. 296).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Delivery Systems; *Disabilities; Elementary Secondary Education; Equal Education; Federal Aid; *Federal Legislation; Individualized Education Programs; Special Education; Teacher Education; *Trend Analysis
IDENTIFIERS- *Education of the Handicapped Act Amendments 1983

The monograph examines the status of education for the handicapped and addresses the provisions of P.L. 98-199 The Education of the Handicapped Act Amendments of 1983. Chapter 1, on progress in the education of the handicapped, presents information on the following topics: (1) the number of handicapped students receiving a free, appropriate public education; (2) special education and related services personnel; (3) least restrictive environment; (4) student evaluation; (5) individualized education programs; and (6) regressive trends, including the impact of fiscal restraint on actual appropriations. Chapter 2 outlines provisions of P.L. 98-199 regarding such aspects as centers and services to meet the special needs of the handicapped, personnel recruitment and training, research and demonstration projects, and special programs for children with specific learning disabilities. The text of the amended law is included as well as a list of public policy resources that are available through the Council for Exceptional Children. (CL)

ED 254 635 CE 040 803

Job Training in Michigan. An Inventory.
Michigan Governor's Office for Job Training, Lansing.
PUB DATE- Aug 84
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; Adults; American Indians; Correctional Education; Disabilities; Disadvantaged; Dislocated Workers; Displaced Homemakers; Educational Finance; *Employment Programs; *Federal Programs; Industrial Training; *Job Training; Migrants; Military Training; Older Adults; Postsecondary Education; State Federal Aid; *State Programs; Veterans; Young Adults
IDENTIFIERS- *Michigan

This document lists 35 training programs in Michigan that provide job training assistance to nearly 1,000,000 people, with an annual investment of more than $800 million in federal, state, local, and private funds. The programs illustrate the two-fold purpose of job training: to build and maintain Michigan's reputation for a skilled, versatile work force, and to provide the opportunity for all persons to participate in that work force. This first survey includes efforts funded at least in part by public agencies. Programs are listed under the following categories: dislocated workers, disadvantaged workers, older workers, youth, adults, handicapped and disabled, migrants, Native Americans, veterans, company-specific training, Michigan National Guard, displaced homemakers, and offenders. Each program listing tells who is eligible, what services are provided, and where further information can be obtained, and provides information about funding and persons served. In addition, the inventory lists projects sponsored by the Governor's Office for Job Training Projects. Addresses for Service Delivery Area Offices and Michigan Employment Security Commission Offices are also included. (KC)

ED 254 661 CE 040 873

Freeberg, Norman E.; And Others

Factors Affecting Job Search Behavior and Employment Outcomes for
Youth. Final Technical Report.

Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 84
NOTE- 128p.
GRANT- NIE-G-83-0036
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Guidance; *Employment Patterns; *Employment Programs; Federal Programs; Followup Studies; *Job Search Methods; *Job Training; Persistence; Program Effectiveness; Unemployment; Vocational Followup; *Youth Employment; *Youth Programs
IDENTIFIERS- *Youth Employment and Demonstration Projects Act

Existing data on youth employment and career guidance programs were analyzed to identify factors that are most important in producing individuals who can find and keep a job. The data were obtained longitudinally from 419 youth employment training program participants and from 356 non-participants over approximately three years beyond the time of training program completion. Both descriptive and relational analyses were carried out. Findings showed significantly more months of employment, greater job satisfaction, and more months of education/training for the participants. These differences were sustained after controlling for the effects of age, sex, race/ethnicity, economic status, local unemployment rate, and preprogram levels of education and reading ability. The employment effects were greatest in programs that emphasized work experience or on-the-job training.
Participant-control differences in months of employment were greater for minority than non-minority youth and greater for females than males. Background, previous education, and local unemployment rates were shown to have a greater effect on economic outcomes than the effect provided by program participation. It was concluded that investment in youth employment training programs can be expected to have a direct payoff in reducing youth unemployment. (Thirty tables and 19 figures are included. The followup questionnaire is appended.) (Author/YLB)

ED 254 674 CE 040 922

Peterson, Rosie
A Call for Action. 14th Annual Report.
Alaska State Advisory Council for Vocational and Adult Education, Juneau.
PUB DATE- 84
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; Annual Reports; *Cooperative Planning; Economic Development; *Educational Needs; Educational Philosophy; *Education Work Relationship; Institutional Cooperation; Postsecondary Education; Program Effectiveness; Program Evaluation; *Program Improvement; School Role; Secondary Education; *State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS- *Alaska

This annual report presents eight recommendations of the Alaska State Advisory Council on Vocational and Career Education, along with comments received at public hearings on the recommendation, a summary of what action has been taken to date, and finally, comments from the State Advisory Council. The eight recommendations are the following: (1) that a statewide governance structure be created in order to improve the quality of occupation preparation in Alaska and create a well-trained labor force; (2) that the state develop policies for economic and human resource development to guide the development of a statewide plan for vocational education and economic development; (3) that a division of vocational education be established in the State Department of Education; (4) that program standards for vocational education and employment training be established to establish goals for planning, evaluating, operating, and funding programs; (5) that the state develop and implement a delivery system that includes rural people; (6) that the state develop a training program designed to assist the private sector with short-term, start-up, job-specific training for both new and expanding industries; (7) that the State Board of Education and the Board of Regents form a joint vocational education subcommittee reporting to both bodies for the principal purpose of implementing the Cooperative Operational Plan for Education; and (8) that a statewide nondiscrimination policy be developed. (KC)

Low Voltage Alarm Apprenticeship. Related Training Modules. 1.1-1.14 Trade Math.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 164p.; For other apprenticeship documents related to this trade, see CE 040 962-969. For pre-apprenticeship documents covering math (using many of the same modules), see ED 217 284-294. Many of the modules are duplicated in CE 040 977 and CE 041 006.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Alarm Systems; *Apprenticeships; Arithmetic; Behavioral Objectives; Geometric Concepts; Individualized Instruction; Learning Modules; Mathematics Instruction; *Mathematics Skills; Measurement; Metric System; Percentage; Postsecondary Education; Ratios (Mathematics); *Technical Mathematics; *Trade and Industrial Education; Trigonometry

This packet of 14 learning modules on trade math is 1 of 8 such packets developed for apprenticeship training for low voltage alarm. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a check list of steps the student should complete), a vocabulary list, an introduction, information sheets, assignment sheet, job sheet, self-assessment, self-assessment answers, post-assessment, instructor post-assessment answers, and a list of supplementary references. Supplementary reference material may be provided. The 14 training modules cover linear measurement; whole numbers; addition, subtraction, multiplication, and division of common fractions and mixed numbers; compound numbers; percent; mathematical formulas; ratio and proportion; perimeters, areas, and volumes; circumference and area of circles; areas of plane figures and volumes of solid figures; graphs; basic trigonometry; and metrics. (YLB)

ED 254 736 CE 041 028

Walker, Scott V.; And Others

Handbook for Safety Education. A Teacher's Handbook for Safety Education Grades K-12.

South Carolina State Dept. of Education, Columbia. Office of General Education.

PUB DATE- Feb 81

NOTE- 154p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Accident Prevention; Accidents; Behavioral Objectives; Course Content; *Educational Resources; Elementary Secondary Education; Fire Protection; *First Aid; Injuries; Learning Activities; Lesson Plans; Natural Disasters; Poisoning; *Safety; *Safety Education; Safety Equipment; State Curriculum Guides; *Student Projects; Units of Study

This handbook is designed to assist classroom teachers and administrators in organizing, planning, and implementing a comprehensive safety program K-12 at the local school or district level. The handbook is organized in three sections. The first section contains 28 units for the elementary level that cover the following topics: first aid training; choking; fire safety; hurricane safety; water safety; Halloween Safety; bicycle safety; firearms and hunting; buses and cars; electrical safety; flood safety; child care; Christmas safety; fireworks and explosives; playground, park, and recess; camping and hiking safety; school building safety; walking, jogging, and sign recognition; severe weather safety; in-home safety; fractures; bleeding; poisons; boating safety; artificial respiration and mouth-to-mouth resuscitation; tornado safety; burns; and bites and stings. Each unit contains one or more objectives, concept, and student activities. Most units are designed for use during one week. The second section of the handbook contains seven units for use on the secondary level. Units cover the following topics: in-school safety, safety in the home, recreational safety, natural disasters, science laboratory safety, driver education and traffic safety, and vocational education safety. All but the last unit consist of 1 to 13 projects for students to conduct, each listing objectives and activities. The last unit, on vocational education safety, lists the responsibilities of each level of personnel involved in vocational education safety. The final section of the guide provides a list of suggested resources including names and addresses of businesses, government agencies, and nonprofit organizations that can be contacted for print and audiovisual aids for teaching safety concepts. (KC)

ED 254 879 CS 504 862

Mathes, J. C.

Communication: The Engineer's Responsibility.

PUB DATE- 27 Mar 80
NOTE- 13p.; Paper presented to the Faculty of Applied Science and Engineering, University of Toronto (Toronto, Ontario, Canada, March 27, 1980).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Skills; Engineering Education; *Engineers; *Job Skills; Professional Development; *Social Responsibility; *Speech Communication; *Technical Writing; Technological Advancement

That communication is the engineer's responsibility is inherent in the nature of engineering. The engineer's first order of responsibility is to the organization for which he or she works. Engineers fill specific roles in business, industry, public institutions, and government agencies, and their responsibilities are to get things done for those organizations. The engineer's responsibility, therefore, is to communicate effectively so that these changes occur. The engineer's second order of responsibility is to society, because he or she belongs to a profession whose objective is to improve the conditions of human life by changing the physical environment and systems. Science and technology are considered the basis for the transition to a postindustrial society and for the postindustrial society itself. The engineer will have to communicate effectively to establish and maintain relationships between the sphere of technology and production and the spheres of social services and political institutions. The engineer's responsibility to communicate, therefore, is a commitment the engineer must accept. Those who fail to assume the responsibility to communicate--to interact with the community--ultimately fail in their responsibilities to themselves. (HOD)

ED 254 950 EA 017 616

U.S. Department of Education Annual Report, Fiscal Year 1984.
Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 12[illegible]p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; Adult Education; Annual Reports; Bureaucracy; Civil Rights; *Educational Policy; Elementary Secondary Education; *Federal Government; *Federal Programs; Governmental Structure; Government Employees; Government School Relationship; Politics of Education; Postsecondary Education; *Public Agencies; Special Education; Vocational Education
IDENTIFIERS- *Department of Education

This document, the annual report of the United States Department of Education for FY 1984, provides a comprehensive account of departmental activities for the year. The opening report of the Secretary details major accomplishments of the Reagan Administration in education for FY 1984. This is followed by a report from the Office of Private Education, a chart of departmental organization, and a comprehensive report of the Office of the Under Secretary, describing the Office of Management, the Office of the Deputy Undersecretary for Planning, Budget, and Evaluation, and the Office of the Deputy Undersecretary for Intergovernmental and Interagency Affairs. Subsequent chapters cover activities of the offices of the Inspector General, of Elementary and Secondary Education, of Special Education and Rehabilitative Services, of Bilingual Education and Minority Languages Affairs, of Vocational and Adult Education, of Postsecondary Education, of Educational Research and Improvement, of Civil Rights, of General Counsel, and of Legislation and Public Affairs. An appendix lists advisory councils and committees, along with boards and commissions, active during FY 1984. (TE)

ED 254 995 EC 172 047

Handicapped Children's Early Education Program. Program Performance Report for October 1, 1983 to September 30, 1984.
Western Illinois Univ., Macomb. Coll. of Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 21 Dec 84
NOTE- 324p.
GRANT- G008301203
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Early Childhood Education; Infants; *Models; *Outreach Programs; Program Administration; Program Effectiveness; *Regional Programs; *Rural Areas
IDENTIFIERS- Macomb 0 to 3 Regional Project IL

The document reports on the sixth year activities of the Outreach: Macomb 0-3 Regional Project, a rural model for handicapped high risk infants, toddlers, and their families. Major project goals are to increase and improve specialized services for the population, refine the existing outreach model, and help develop evaluation and documentation plans to show program effectiveness. Progress in six project objectives is detailed: (1) awareness services concerning the model and early childhood education; (2) product development, revision, and dissemination; (3) site stimulation (adoption and continuation sites); (4) training and technical assistance; (5) cooperation with other agencies in local, state, regional, and national activities; and (5) provision of consultative services to early childhood and special education programs. A concluding section notes administration features of the project. Extensive appendixes include sample project forms, new dissemination materials, and new and revised training materials. (CL)

ED 254 623 CE 040 126

Thomas, Neil; And Others
At Home in the Office. A Guide for the Home Worker.
Tennessee Univ., Knoxville. Office for Research in High Technology Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 145p.; For related documents, see CE 040 115-125. Product of the "High Technology Education: A Program of Work" Project.
CONTRACT- 300-83-0176
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Automation; Business; Career Education; Data Processing; *Design Requirements; Guides; Human Factors Engineering; Individual Characteristics; *Information Processing; Microcomputers; Occupational Information; *Office Machines; *Office Occupations; Self Evaluation (Individuals); Telecommunications; White Collar Occupations; Word Processing; *Work Environment
IDENTIFIERS- *Home Based Employment; *Telecommuting; Work Stations

This guide provides information to persons interested in establishing a work-at-home program, specifically those in clerical or support staff positions who use modern automated office equipment. The text is divided into two sections. The Home Worker section provides a summary of the At Home in the Office Project, personality characteristics believed to be related to successful home work programs, characteristics of work that seem to be suited for working at home, and laws and agencies that affect the home worker. The Online Lines section supplies information to help home workers select appropriate hardware and software for the basic work station and optional equipment to add to the basic design. Other topics include defining a work space, selecting appropriate furnishings, arranging the home work station, and telecommuting and its suitability for home workers. Five exercises are provided to help home workers evaluate the home work option more precisely. They cover assessing the suitability of one's personality and job to home work; assessing software needs; comparing hardware, software, and vendors; evaluating available software packages; and designing a home work space. Two other exercises help to figure the start-up costs and to ascertain the feasibility of telecommuting. A simulation of a typical home worker's day follows. A glossary, entitled "New Language for the Office," is attached. (YLB)

ED 254 703 CE 040 979

Stationary Engineers Apprenticeship. Related Training Modules. 9.1-9.6 Refrigeration.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 70p.; For related documents, see CE 040 971-990.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; *Engineering Technology; Individualized Instruction; Job Skills; Learning Modules; Postsecondary Education; *Refrigeration; *Refrigeration Mechanics; Temperature; *Trade and Industrial Education
IDENTIFIERS- *Stationary Engineering; Troubleshooting

This packet of six learning modules on refrigeration is one of 20 such packets developed for apprenticeship training for stationary engineers. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, statement of purpose, objectives, learning activities (activities the student is expected to perform and their purpose), information summary, information sheets, worksheets, self-test, self-test answers, posttest, and posttest answers. The six training modules cover introduction to refrigeration; compressors; temperature controls; condensers and evaporation; purge, evacuate, recharge; and troubleshooting. (YLB)

ED 254 821 CS 007 930

Leigh, Robert K.

A Model for Establishing Programs to Stimulate Reading and Literacy and Checklist for Implementing a Model for Establishing Programs to Stimulate Reading and Literacy.

PUB DATE- 84

NOTE- 14p.; Papers presented, respectively, at the Annual Meetings of the International Reading Association (28th, Anaheim, CA, May 2-6, 1983) and (29th, Atlanta, GA, May 7-11, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Check Lists; Elementary Secondary Education; Literacy; *Models; Organizational Development; *Program Development; *Program Evaluation; Program Implementation; *Program Improvement; Reading Instruction; *Reading Programs

One model that can serve as a guide for developing a reading program and for making necessary refinements to meet the specific needs of the school system served divides the stages of development into three phases. The first phase, program organization, deals with planning, implementing, and maintaining the program. In other words the first phase provides the form and structure of, reason for, and continuity of the reading program. Program operation, phase two, concerns the actual teaching-learning process and activates the plan. It applies the basic characteristics of an educative environment: respect for personality, participation in decision making, freedom of expression and availability of information, and mutuality of responsibility in defining goals, planning and conducting activities, and evaluating. Phase three, program evaluation, establishes the means to improve the program by identifying strengths, weaknesses, and appropriate actions. A checklist for implementing a model for establishing programs to stimulate reading and literacy is also included. (HOD)

ED 254 835 CS 007 961

Cooper, Jan; And Others

Teaching College Students to Read Analytically: An Individualized Approach.

National Council of Teachers of English, Urbana, Ill.

REPORT NO.- ISBN-0-8141-5059-4

PUB DATE- 85

NOTE- 65p.

AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 50594, $4.50 member, $5.00 nonmember).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Critical Reading; Higher Education; *Individualized Reading; Metacognition; *Reader Response; Reading Improvement; *Reading Instruction; *Teaching Methods; Writing Skills

IDENTIFIERS- *Reading Writing Relationship; Writing Laboratories

Based on the experiences of writing lab instructors working with college students whose writing was affected by poor comprehension of difficult texts, this book explores the use of writing about reading to help students become more aware or analytical of their reading processes. The first chapter provides a theoretical context for teaching analytical reading in the context of writing. The second chapter recounts a teacher's work with a basic writing student whose inexperience with reading interfered with his writing, and describes the individualized reading course that balanced familiar and unfamiliar reading materials. The third chapter describes adapting a similar approach in a class of 22 freshman English students, focusing on a single book, and how the teacher's responses to student journal entries concerning their reactions to the book helped the students develop both critical reading and critical writing abilities. The fourth chapter discusses how the same approach was adapted to a sophomore literature class, and how the students' writing about reading allowed the instructor to take part in their attempts to understand the assigned texts at every stage of their reading. The book concludes with a 16-item annotated bibliography of works exploring the psychological and pedagogical theory behind this approach. (HTH)

ED 254 894 CS 504 879

Wiethoff, William E.

Pietro Bembo and Standards for Oral and Written Discourse: The Forensic, Dialectical, and Vernacular Influences on Renaissance Thought.

PUB DATE- Apr 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication Skills; *Discourse Analysis; *Renaissance Literature; *Rhetoric; *Rhetorical Criticism; Speech Communication; *Standards; Theories; Writing (Composition)
IDENTIFIERS- *Bembo (Pietro); *Speaking Writing Relationship

Traditional assumptions about oral and written discourse persist among various philosophers and critics. Careful examination of the context for traditional assumptions, however, suggests that current scholarship should pursue altered lines of inquiry. Peculiar influences on Renaissance standards of purpose, style, and theme illustrate the nature of the problem, especially the works of Pietro Bembo, a Renaissance humanist chancellor and religious administrator. First, his forensic priorities in the principles and practice of rhetoric focused critical attention on a limited setting and purpose of discourse. Second, although written communications were customarily designed for oral proclamation, Renaissance developments in dialectic stressed the written word and promoted practical training in communicative skills outside rhetorical studies. Third, the reassessment of literary standards in response to emerging vernacular discourse stigmatized the spoken word as inherently less significant than the written word. Drawing on the Renaissance thought expounded by Pietro Bembo, scholars may avoid the frustration that all too frequently accompanies inquiry into oral and written discourse by disclaiming generic distinctions. Instead, scholars should examine practical differences in purpose rather than distinctions in theme, as well as the potential sequential relationship of writing and speech rather than isolated mechanics of style. (HOD)

ED 254 937 EA 017 602

Pheasant, Marilyn
Theory Z Bargaining Works: Teachers and Administrators in Two School Districts Replace Hostility with Trust.
Oregon School Study Council, Eugene.
PUB DATE- Mar 85
NOTE- 33p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Board Administrator Relationship; *Collective Bargaining; Elementary Secondary Education; Models; *Problem Solving; School Districts; *Teacher Administrator Relationship; *Teacher Associations; *Unions
IDENTIFIERS- Oregon; *Theory Z

A bargaining process, begun over 10 years ago, is based on problem-solving rather than on adversarial confrontation and uses elements of participative management. It has resulted in outstanding benefits for two school districts. Called "Theory Z bargaining," the process follows a procedure based on each side treating the other with respect. Bargaining may occur at any time to resolve a problem. Monthly meetings are held to discuss and solve many of the problems that occur in school districts. The history of the model with its benefits and difficulties for the two districts is traced. The appendixes contain a caveat to teacher association leaders and a letter from an out-of-state superintendent reporting favorable results from using the bargaining model. (MLF)

ED 254 965 EC 171 156

Leach, John Mark
Artificial Intelligence and Language Development and Language Usage with the Deaf.
PUB DATE- 3 Aug 84
NOTE- 14p.; Paper presented at the Conference on New Horizons in Deaf Education: Instructional Use of Microcomputers (Austin, TX, April 26-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Artificial Intelligence; *Computer Assisted Instruction; Computers; *Deafness; *Language Acquisition

The paper reviews research on the application of artificial intelligence (AI) in language development and/or instruction with the deaf. Contributions of computer assisted instruction are noted, as are the problems resulting from over-dependence on a drill and practice format and from deaf students' difficulties in receiving and understanding new information. Examples are offered of approaches (such as Robert Ward's system) designed to promote syntax analysis of sentences. Projects are described which were designed to incorporate techniques of artificial intelligence in the area of language development; these include the ILIAD system, the JUMBLE approach, and the Word Expert Parser. Efforts in speech synthesis are also considered. Important elements in AI systems are reviewed, including the ability to provide on-level language instruction to the user with branching that would incorporate meaningful and appropriate instruction. An appendix offers an example of Robert Ward's system. (CL)

ED 254 721 CE 040 997

Millwright Apprenticeship. Related Training Modules. 7.1-7.9 Boilers.
Lane Community Coll., Eugene, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 440p.; For related documents, see CE 040 991-041 007. Many of the modules are duplicated in CE 040 982.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Job Skills; Job Training; Learning Modules; Machine Tools; Mechanics (Physics); Postsecondary Education; *Power Technology; Pressure (Physics); *Trade and Industrial Education
IDENTIFIERS- *Boilers; *Millwrights

This packet, part of the instructional materials for the Oregon apprenticeship program for millwright training, contains nine modules covering boilers. The modules provide information on the following topics: fire and water tube types of boilers, construction, fittings, operation, cleaning, heat recovery systems, instruments and controls, and piping and steam traps. Each module consists of a goal, performance indicators, student study guide, vocabulary, introduction, information sheets illustrated with line drawings and photographs, an assignment sheet, a job sheet, a self-assessment test with answers, a post-assessment test with answers for the instructor, and a list of supplementary references. (Copies of supplementary references, which are sections of lectures from a correspondence course published by the Southern Alberta Institute of Technology, are included in the packets.) (KC)

ED 254 751 CE 041 057

Rhoneck, Christoph von
Semantic Structures Describing the Electric Circuit and Their Influence for the Improvement of Teaching.
PUB DATE- Apr 85
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at...' (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Concept Formation; Concept Teaching; Educational Research; *Electric Circuits; *Electricity; Elementary School Students; Elementary Secondary Education; *Instructional Improvement; Middle Schools; *Physics; Science Education; *Science Instruction; Semantics; Vocational Education
IDENTIFIERS- *Concept Mapping

In a German study, students' descriptions of the processes in an electric circuit were related to the energy view as it is used in physics. (The representation of students' concepts describing the electric circuit is of importance because structured concepts may influence the perception and description of processes, the handling of electrical devices, and the assimilation of physical concepts.) It was shown that students generally do not distinguish between the circulating current and the unidirectional energy flow. Usually, students related current, bulb, and battery in a way that forms the students' so-called energy view. Several simple tasks were applied to isolate the correct information from information that is compatible with the student's energy view. The concept mapping of results showed a dominant students' energy view before and after instruction. Better results were obtained when the different views were explicitly taught. These recommendations for teachers were made: to present information on single concepts as well as on integrating views, to isolate situations that run counter to the student's representation and to produce a conflict between it and prospective learning materials, and to develop the different aspects of a voltage concept. (YLB)

ED 254 765 CG 018 049

Schroeder, Joyce K.; Meyer, E. Dewayne

Influence of Raising the Legal Minimum Drinking Age in Illinois.

Illinois State Dept. of Transportation, Springfield. Div. of Traffic Safety.
PUB DATE- Dec 83
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Chronological Age; *Drinking; *State Legislation; *Traffic Accidents; Young Adults
IDENTIFIERS- Drunk Driving; *Illinois; Impact Studies; *Legal Drinking Age; Legal Rights; Traffic Fatalities

The minimum legal drinking age in Illinois was returned to 21 effective January 1, 1980. To examine the effect of this change on accident involvement by young drivers, data from the last 3 years of the lowered drinking age (1977-1979) were compared to the first 3 years of the restored drinking age (1980-1982). Data were obtained from the Illinois Accident Record System and the Fatal Accident Reporting System (FARS). The analysis of involvement rates in fatal accidents showed a statisically significant reduction from the before period (1977-1979) to the after period (1980-1982) for drivers of age 20 and under (21.7 percent). At the same time the, analysis showed that drivers aged 21 and older had a reduction of 13.9 percent in their involvement rates. Thus, while drivers of all ages showed reductions in the rates of fatal accident involvement, the drivers influenced by the changed law experienced 1.5 times the reduction of their elder counterparts. The reduction from the before period to the after period, using the three factor surrogate (3FS) fatal accident involvement for drivers 20 and younger, showed they experienced a 12.0 percent reduction, while drivers 21 and older showed a 2.0 percent reduction in 3FS involvement rates. Essentially the same differentials were observed for the two age groups in all remaining accidents other than fatal accidents. Thus, the principal conclusion is that raising the legal minimum drinking age positively affected the drinking and driving behavior of drivers age 20 and under. (JAC)

A Framework for Juvenile Justice and Delinquency Prevention. A Technical Assistance Monograph.

SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 82
NOTE- 25p.
CONTRACT- J-LEAA-005-82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Programs; *Delinquency Prevention; *Federal State Relationship; Financial Support; Guidelines; *Technical Assistance
IDENTIFIERS- *Juvenile Justice System

This technical assistance monograph is one in a series of three on juvenile justice and delinquency prevention prepared by the Formula Grants and Technical Assistance Division of the Office of Juvenile Justice and Delinquency Prevention (OJJDP). It is designed to provide practical suggestions for developing and implementing programs to reduce juvenile crime and to cultivate partnerships with state and local agencies. The goals of the OJJDP are: to promote delinquency prevention efforts, to foster the use of alternatives to the traditional justice system, and to improve the existing juvenile justice system through encouraging and assisting states and localities in their prevention efforts. Each of the three goal areas is discussed, based on a summary of theory and research. In each area, guidelines are provided for state and local agencies seeking formula grants and technical assistance. The four OJJDP Assessment Centers that contributed to the content of this monograph are listed, along with other agencies that can provide assistance to practitioners in the area of juvenile justice. A discussion of the uses of technical assistance completes the monograph. (MCF)

ED 254 794 CG 018 079

Fulton, Paul R.
Indigenous Psychologies of Self and Its Development.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- May 83
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Style; *Cross Cultural Studies; Cultural Context; Cultural Differences; *Cultural Influences; *Ethnology; Foreign Countries; *Individual Development; *Psychological Patterns; Self Actualization; *Self Concept; Social Structure; Sociocultural Patterns; Theories

The variety of culturally-constituted conceptions of self are investigated in this essay. A history of ethnopsychology is given which includes an examination of evolutionist and sociological theories of the self in relation to culture and society. Various approaches to ethnopsychology are considered, and different facets of the self are explored. A discussion of the nature of the self-concept in different cultural settings is organized by focal issues, such as the boundaries of the self, its relation to the body, feelings, the group, and other issues. Cases which illustrate the variety of cultural conceptions of the self are cited from studies done in Japan, Melanesia, Bali, Santa Isobel, Eastern Nepal, and India, and with the Northern Cheyenne, the Maori, Eskimos, and the Tswana of Southern Africa. Ethno-theories of development are explored using cases which suggest variability among indigenous models of psychological development. Cases in this section are illustrated in greater depth and include examples from Hindu India, the Marquesas Islands, and the Northern Cheyenne culture. It is noted that the self has ties to a society's kinship structure, culturally salient role assignments, history, conceptions of time, religious beliefs, economic factors, and characteristic cognitive styles. Implications for future research are discussed. A nine-page bibliography is appended. (NRB)

ED 254 807 CG 018 094

Discipline and Grievance Procedures: Juvenile Detention and
Correctional Facilities.

Illinois Univ., Champaign. Community Research Center.

SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Jan 85
NOTE- 66p.
CONTRACT- J-LEAA-012-81
AVAILABLE FROM- Community Research Center, University of Illinois at Urbana-Champaign, 505 East Green Street, Suite 204, Champaign, IL 61820.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; Behavior Problems; Child Caregivers; Children; *Correctional Institutions; *Discipline Policy; *Grievance Procedures; Individual Characteristics; Ombudsmen; *Sanctions
IDENTIFIERS- *Detention; *Juvenile Justice

The purpose of sound disciplinary practices and grievance procedures in juvenile detention and correctional facilities is outlined and a philosophy on discipline and grievance procedures is discussed. The use of secure confinement or restriction as a means of treatment, and the effects of restriction are considered. The basics of good discipline are reviewed and components of professionalization of child care workers are discussed. Major characteristics of good child care workers are enumerated. Guidelines for good disciplinary practices are listed. Major and minor rules for residents of juvenile facilities are discussed, specific rules are suggested, and consequences of rule violations are considered. Procedures for handling discipline and for processing major and minor rule violations are described. Sanctions, filing of reports, alternative and informal handling of offenses, and, for major offenses, the disposition process, are discussed. Procedures following criminal misconduct and procedures following emergencies or disruptions are outlined. Basic principles and policies for planning and implementing an effective grievance procedure system are given and the process of implementing a grievance mechanism is discussed. The purpose, policy, and procedures for an ombudsman system for grievance appeal are presented. (NRB)

ED 254 850 CS 208 200

Salomone, Ronald E., Ed.

The Humanities: Interconnections.

Ohio Univ., Chillicothe. Div. of Humanities.; Southeastern Ohio Council of Teachers of English.

PUB DATE- 85

NOTE- 85p.

AVAILABLE FROM- FOCUS, Division of Humanities, Ohio University, Chillicothe, OH 45601 ($7.50 for one year subscription (3 issues); make check payable to SOCTE).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adults; Censorship; Class Activities; Classroom Environment; *Course Content; English Curriculum; English Instruction; Higher Education; High Schools; *Humanities Instruction; *Interdisciplinary Approach; Literary Criticism; *Literature Appreciation; Teaching Methods

Focusing on a wide range of interdisciplinary themes and ideas for humanities instruction, the 17 articles in this journal issue discuss the following topics: (1) literature, humanities, and the adult learner; (2) the role of the humanities in educating for a democracy; (3) humanities in the marketplace; (4) literature versus "great books" in high school; (5) adjustments and continuities in English and humanities courses; (6) teaching virtue through literature; (7) cybernetic structures in Ray Bradbury; (8) student developed units on the nuclear arms race; (9) a family research assignment; (10) an interdisciplinary college course on the classic/romantic arts; (11) informal classroom rules; (12) building reading improvement in English classes; (13) application of the scientific principle in teaching; (14) the literature curriculum; (15) the paradoxical nature of time in Heinrich Boll and Giorgio de Chirico; (16) an interview with June Langford Berkley; and (17) censorship in the prison system. Two book reviews are included at the end of the document. (HTH)

Finch, Jacqueline Brice
The Caribbean Bildungsroman: Notes on a Culture.
PUB DATE- Nov 84
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Pe nal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; Cultural Differences; *Cultural Images; Elementary Secondary Education; Literary Criticism; Literary Devices; Literature Appreciation; *Multicultural Education; *Novels; *World Literature
IDENTIFIERS- *Caribbean Literature (English)

The universality of the childhood experience is a perspective that is useful in the classroom where the student body reflects the multiethnic, multicultural roots of American culture. The novels from the Caribbean can add new material to the body of world literature and should be included in a crosscultural study of the "bildungsroman" (novels of childhood). One such novel is "Crick Crack Monkey" written by Merle Hodge. As opposed to other Caribbean novelists whose nostalgia for childhood takes on an extra dimension when they are displaced from the birthplace they love, Hodge presents the first full portrait of a young girl growing up in the Caribbean. Narrating in the first person, Cynthia Davis, nicknamed Tee, gives the reader a female perspective on life in the Caribbean, focusing on the two different worlds represented by her two aunts. This humorous novel chronicles the education and acculturation of a young girl, thus filling the gap caused by the dearth of developed female characters, in general, in Caribbean literature. (HOD)

Trombetta, John J.; Rogers, Donald P.
Information Adequacy and the Desire for More Information.
PUB DATE- 81
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; Communication Skills; *Employee Attitudes; Employer Employee Relationship; *Information Dissemination; *Information Needs; Job Performance; Job Satisfaction; Nurses; *Organizational Communication

A study investigated whether people in organizations desired more information related to their jobs or the organization. Specifically, it tested the hypotheses that (1) people who felt they were receiving adequate information would not want more information, and (2) people who felt they were receiving inadequate information would desire more. Subjects, 495 nurses from four different hospitals, were surveyed to determine if they perceived the amount of information they received on a number of topics to be adequate or inadequate and whether they wanted more information on the topics. The resulting data supported the first, but not the second hypothesis. Eleven references are listed. (FL)

ED 254 908 EA 017 568

Harmon, Judson A.; Bowles, B. Dean
Cooperative Educational Service Agencies: The Wisconsin Experience.
PUB DATE- 24 Apr 84
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Intermediate Administrative Units; Politics of Education; Regional Planning; *School District Reorganization; State Action; *State Agencies; *State Departments of Education; State Legislation; State Programs; *State School District Relationship; Statewide Planning
IDENTIFIERS- *Cooperative Educational Service Agencies; Wisconsin

This paper gives a brief historical account of Wisconsin's Cooperative Educational Service Agencies (CESA's) and the need for changes, outlines some of the recommendations of a CESA fact-finding task force, and describes the current transition period. The first section describes the background and legislative history of the CESA, followed by an account of its development and setbacks since its origin in 1965. In October 1981, a 22-member task force undertook a year-long study of CESA's, resulting in 22 recommendations. In the second section, 10 of these recommendations are summarized, illustrating the variety of issues covered and rationales used. The third section describes the steps taken in the current transition from 19 CESA's to 12: determining new boundaries; establishing boards of control, policies, and procedures; selecting and orienting CESA administrators; transfer of assets and liabilities to new CESA's; plans for the metro unit; evaluation of CESA's; and school district boundary appeal boards. The fourth section discusses selected issues: revised goals, revised funding, new leadership, and accountability lines. The final section addresses implications for the future. (TE)

ED 254 923 EA 017 586

Mahan, James M.
Cultural Immersion for Inservice Teachers: A Model and Some Outcomes.
PUB DATE- 11 Mar 84
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (New York, NY, March 9-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; *Cross Cultural Training; *Cultural Awareness; Cultural Exchange; Elementary Secondary Education; Ethnic Relations; Evaluation; Graduate Study; *Inservice Teacher Education; Instructional Materials; Minority Groups; Models; *Multicultural Education; *Practicums; Speech Habits; Values
IDENTIFIERS- Indiana University

The Inservice Teacher Cultural Immersion Model of Indiana University has placed 122 inservice teachers in summer graduate practicum positions in distant Native American communities. The model was developed so that teachers can have an innovative and personal experience learning about Native Americans in their own cultural setting. The program involves graduate courses, practicum site preparation, and independent and group preparatory activities before teacher placements. Teachers are placed in Native American sites with host site supervisors for a period of 6 to 10 weeks. The participants are responsible for keeping detailed weekly summaries of their experiences as well as preparing lesson plans and/or materials for "back home" teaching. A series of evaluation activities are carried out by the project director, host site supervisors, and project staff. At the end of the practicum placement, participants provide structured, evaluative information on their experience. The onsite experience for the participants has resulted in broadened awareness of cultural differences and actual changes in communication patterns. Interaction with Native American children on a daily basis leads to heightened sensitivity toward their needs and increased achievement by the teachers. (MD)

Lovell, Ned B.
Grievance Arbitration in Education. Fastback 223.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
SPONS. AGENCY- Phi Delta Kappa, Cook Inlet, AK.
REPORT NO.- ISBN-0-87367-223-2
PUB DATE- 85
NOTE- 41p.; Publication of this fastback was made possible through contributions from the Farthest North Alaska Chapter (Fairbanks), Cook Inlet Alaska Chapter (Anchorage) and Southeast Alaska Chapter (Juneau) of Phi Delta Chapter.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa Educational Foundation, Eighth Street and Union Avenue, Box 789, Bloomington, IN 47402 ($.75 prepaid; quantity discounts; $1.00 will be added on purchase orders totalling less than $5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Arbitration; Board of Education Policy; *Collective Bargaining; Contracts; Elementary Secondary Education; *Employer Employee Relationship; *Grievance Procedures; Labor Demands; Labor Legislation; Labor Problems; Labor Relations; *Negotiation Agreements; Teacher Rights; Unions

This pamphlet provides information necessary to analyze existing grievance procedures and sets forth principles to guide the formulation of a more effective grievance process. The introduction defines the grievance procedure in a contractual contest, describes its benefits to management, union members, and private citizens; and briefly reviews key problems. The second chapter discusses the historical and legislative development of grievance arbitration, while chapter 3 discusses the differences in arbitration between the public and private sector. The fourth chapter is a guide to negotiating the language of grievance procedures. The discussion illustrates the significance of the following characteristics: definition, eligible grievant, steps in the grievance procedure, time limits, final step, no reprisal clause, source of arbitrator, limitations on arbitrators' authority, and conditions of arbitration. The fifth chapter discusses potential reforms, specifically expedited grievance arbitration procedures, and grievance mediation. A brief conclusion follows, along with footnotes. (TE)

ED 254 981 EC 172 03?

Program Quality Evaluation--Gifted: A Manual.
North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
PUB DATE- Nov 84
NOTE- 93p.; Cover title reads: PQE Gifted.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; *Gifted; Program Development; Program Effectiveness; *Program Evaluation; *Self Evaluation (Groups); State Standards
IDENTIFIERS- *North Carolina

The manual is intended to help local education agencies assess the overall quality of its programs and services for academically gifted students. The approach can aid in future planning by measuring the extent to which current goals are being met. Chapter 2 outlines the program goal approach and sets forth three major goals (and their related objectives): (1) a systematic process of screening, evaluation and reevaluation is used that maximizes identification opportunities for all students, K-12; (2) the scope and sequence of the gifted program at each grade level should provide defined differentiation that goes beyond the course of study intended for the majority of students in that school system at that grade level; and (3) the school system should demonstrate its commitment to gifted education by providing for program growth and development. Chapter 3 proceeds with evaluation questions derived from each of the goal areas and program objectives. Chapters 4-7 outline the evaluation methodology with separate treatment of the following stages (1) establishing a selection sample, (2) collecting data, (3) analyzing data and reporting results, and (4) developing a management plan. Appended materials include sample instruments (student record review, gifted parent survey, administrator surveys, and gifted student surveys). (CL)

ED 255 012 EC 172 071

Strum, Irene
Alternative Testing Techniques: Impact and Meaning.
PUB DATE- 3 Apr 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; *Disabilities; Elementary Education; *Individualized Education Programs; *Reading Tests; Testing Problems; *Urban Education
IDENTIFIERS- *Adapted Tests (for Disabled); New York (New York)

More than 50,000 New York City special education students in self-contained classes and resource rooms in grades 2-9 were tested in reading on the California Achievement Test, Form C. Students who had testing modifications recommended on their individualized education programs were tested with the appropriate modification. Among the moderately impaired students in self-contained classes, the positive effect of testing modifications seemed greatest among lowest scoring students. Only three percent more students tested with modifications scored at or above grade level than those tested without modifications, but six percent more who were not tested with modifications scored two or more years below grade level than students tested with modifications. However, it was found that, outside of this study, many students for whom modifications were authorized were tested without them. Frequently principals did not provide a testing environment conducive to alternative testing techniques. Lack of sufficient staff was also a problem. It was concluded that although modifications of tests for handicapped students has generally been accepted, significant problems remain. (CL)

ED 254 636 CE 040 804

White, Harold C.; Gibney, William
The Arizona Farm Labor Law: In the Fields and in the Courts. A Review of the Arizona Farm Labor Law and a Review of Industrial Relations in Arizona Agriculture. Occasional Paper Number 13.
Arizona State Univ., Tempe. Bureau of Business and Economic Research.
PUB DATE- 80
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Laborers; Church Role; Comparative Analysis; County Programs; Court Litigation; *Employer Employee Relationship; *Farm Labor; Futures (of Society); Labor Conditions; Labor Demands; *Labor Legislation; *Labor Problems; Negotiation Impasses; Public Policy; *State Legislation; Strikes; Tribes; Undocumented Immigrants; Unions
IDENTIFIERS- *Arizona Agricultural Relations Act 1972; Maricopa County Organizing Project; United Farm Workers

Agricultural labor and management relations in Arizona were reviewed from the time of the passage of the Arizona Agricultural Relations Act in May 1972 until the ruling by the U.S. Supreme Court in August 1979 that the act was constitutional. Viewing the act as antilabor, the United Farm Workers (UFW) Union fought its passage. Church and Indian officials in the State also took part in the controversy surrounding the act. The period from 1973 through 1974 was marked by conflicts between the teamsters and the UFW; inconsistent court actions with respect to interpretation and enforcement of the act; and strikes, boycotts, and picket lines. These controversies continued into 1977, at which time greater press coverage was given to the issue of illegal Mexican aliens working in Arizona fields. During the latter half of 1977, farm labor activity was taken up by the Maricopa County Organizing Project (MCOP), a nonprofit corporation. Discontent in the fields increased into 1978, and eventually controversy erupted between the MCOP and UFW. Finally, in 1979 the U.S. Supreme Court upheld the constitutionality of the Arizona act; however, the press coverage of labor and grower reaction to the Court's decision indicated that the decision seemed to have left more questions unanswered than it actually solved. (MN)

ED 254 649 CE 040 853

Bhaerman, Robert D.

Planning for Adult Career Counseling. Information Series No. 290.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 71p.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (IN290--$6.25).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Counseling; Adult Education; Adult Programs; *Career Change; Career Choice; *Career Counseling; *Career Development; Career Education; Career Guidance; *Counseling Services; Individual Needs; *Planning; Postsecondary Education; Program Improvement

This document provides information and insights for adult career counselors to use in planning and improving adult career development services. The review of the literature--information and suggestions for planning--is presented in dialogue form, since the conversational approach seemed appropriate for the focus on practical application rather than policy analysis. The paper is action-oriented: readers are asked to formulate questions to address to various writers of the references and apply the information to their action planning. The dialogue among a facilitator (the writer) and four hypothetical counselors centers on these general topics: theoretical concerns; adult needs, problems, and characteristics; service providers and specific issues; broad generalizations and specific advice; additional program considerations; specific adult groups; and a brief look at the future. The summary of the findings is presented in the form of numerous questions that might assist the user in the planning process. Some concluding thoughts are followed by these recommended planning activities: probe the literature; enter the dialogue; weigh the advantages and disadvantages of planning through networking, linkages, and shared resources; use a planning model; plot out an ideal program; and complete the planning matrix that is provided. Ten pages of references are appended. (YLB)

ED 254 688 CE 040 964

Low Voltage Alarm Apprenticeship. Related Training Modules. 2.1-5.3 Electricity/Electronics.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- 82

NOTE- 520p.; For related documents, see CE 040 962-969. Many of the modules are duplicated in CE 040 975 and CE 040 992.

LANGUAGE- English

EDRS Price - MF02/PC21 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Alarm Systems; *Apprenticeships; Behavioral Objectives; Electrical Systems; Electric Circuits; *Electricity; *Electronics; Equipment Maintenance; Individualized Instruction; Learning Modules; Postsecondary Education; *Trade and Industrial Education

IDENTIFIERS- *Troubleshooting

This packet of 29 learning modules on electricity/electronics is 1 of 8 such packets developed for apprenticeship training for low voltage alarm. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a check list of steps the student should complete), a vocabulary list, an introduction, information sheets, assignment sheet, job sheet, self-assessment, self-assessment answers, post-assessment, instructor post-assessment answers, and a list of supplementary references. Supplementary reference material may be provided. The 29 training modules cover basics of electricity, atomic theory, electrical conduction, basics of direct current, introduction to circuits, reading scales, using a volt-ohm-milliammeter, Ohm's Law, Power and Watt's Law, Kirchoff's Current Law, Kirchoff's Voltage Law, series resistive circuits, parallel resistive circuits, series-parallel resistive circuits, switches and relays, basics of alternating current, magnetism, electrical symbols, circuit diagrams and schematics, schematics and alarm design, solid state power supply system, charging circuits, selecting the power size of power supply, fuse and circuit breaker protection, battery standby capacity, batteries, troubleshooting-electrical tracing, troubleshooting-environmental factors, and documentation of design. (YLB)

ED 254 704 CE 040 980

Stationary Engineers Apprenticeship. Related Training Modules.
10.1-10.5 Machine Components.

Lane Community Coll., Eugene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
NOTE- 322p.; For related documents, see CE 040 971-990.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Autoinstructional Aids; Behavioral Objectives; Electromechanical Technology; Engineering; *Engineering Technology; Individualized Instruction; Job Skills; Learning Modules; *Machine Tools; *Mechanics (Process); Postsecondary Education; Power Technology; *Trade and Industrial Education
IDENTIFIERS- *Stationary Engineering

This packet of five learning modules on machine components is one of 20 such packets developed for apprenticeship training for stationary engineers. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, statement of purpose, objectives, learning activities (activities the student is expected to perform and their purpose), information summary, information sheets, worksheets, self-test, self-test answers, posttest, and posttest answers. The five training modules cover shafts, bearings, seals and gaskets, chain shafts, and belts and pulleys. (YLB)

ED 254 737 CE 041 029

Guide for Industrial Arts in South Carolina Schools.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 82
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Course Content; Educational Administration; *Educational Facilities Design; Educational Facilities Planning; Educational Philosophy; Elementary Secondary Education; *Industrial Arts; Laboratories; *Program Administration; Program Content; *Program Development; *Safety; State Curriculum Guides; Statewide Planning; *Teacher Education
IDENTIFIERS- South Carolina

This guide is designed to assist the administrator and the industrial arts teacher in carrying out their duties and providing an effective industrial arts program. An introduction defines industrial arts education, presents a philosophy, lists goals and objectives of industrial arts, and provides examples of typical relationships between industrial arts and other school curriculum subject fields. Section 2 describes the programs at the elementary school, junior high and middle school, and senior high school levels (activities, purpose, organization, course content, curriculum). Special programs and program evaluation are addressed. A recommended organizational plan is included. Section 3 provides names and addresses of professional and student industrial arts organizations. Section 4 on laboratory facilities offers a philosophic statement and recommendations for general planning. Teacher preparation, requirements for a professional certificate in industrial arts, and inservice education activities are discussed in section 5. Section 6 on management lists responsibilities of the state supervisor, local supervisor, school principal, and teacher. Section 7 focuses on safety--teacher responsibility, state safety law, and teacher liability. A reference section is organized by industrial arts areas. An equipment list is appended. (YLB)

ED 254 966 EC 172 017

Bremer, Deborah Chen; Franklin, Barbara
Mother-Infant Communication: Strategies and Routines with Sensory Intact, Hearing Impaired and Visually Impaired Infants.
San Francisco State Univ., CA. Dept. of Special Education.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- Oct 84
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS *Hearing Impairments; *Infants; Interaction; *Interpersonal Communication; Language Acquisition; *Mothers; *Parent Child Relationship; *Visual Impairments

A quasi-longitudinal descriptive approach was used to examine mother-infant communication in three groups of three children each: (1) sensory intact infants (2) visually impaired infants, and (3) hearing impaired infants. Procedures involved initial and final home visits and six monthly play sessions which were videotaped for approximately 20 minutes in the home. Videotapes were analyzed via measures of infant cognitive, communicative, and temperamental qualities (including the Receptive/Expressive Emergent Language Scale, the Symbolic Play Scale, and the Maternal Interview). Maternal utterances were coded and segments of the videotapes were examined and classified according to type of interaction. Findings revealed group differences in frequency of maternal utterance type (including that mothers of hearing impaired and visually impaired children used a greater number of requests for action than requests for information) and in the frequency of exchange-routine types (including that hearing impaired dyads used a greater number of action-based than reference-based routines while visually impaired dyads used an almost equal number of action-based and reference-based routines). Recommendations centered on the use of exchange types for observation and facilitation of communication. (CL)

ED 254 996 EC 172 048

Use of the Public Law 94-142 Set-Aside Shows Both the Flexibility Intended by the Law and the Need for Improved Reporting. Report to the Chairman, Subcommittee on the Handicapped, Committee on Labor and Human Resources, United States Senate.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/PEMD-85-5

PUB DATE- 2 Jan 85

NOTE- 75p.; Developed by the Program Evaluation and Methodology Division.

AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (first five copies free, $3.25 additional copies).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Compliance (Legal); *Disabilities; Elementary Secondary Education; Financial Policy; National Surveys; *State Federal Aid

IDENTIFIERS- Education for All Handicapped Children Act

The report analyzes ways in which the states are currently using P.L. 94-142 (The Education for All Handicapped Children Act) set-aside funds and considers possible effects of a shift in the set-aside proportion. States are allowed to set aside up to 25% of their federal grants for their own allocation. The report focuses on data from three sources: a national telephone survey of state offices of special education in 48 states; interviews with federal and state officials, local educators, and special interest groups; and site visits to three states. Findings revealed the types of activities currently being funded, average percentage set aside, functions of the set aside, and effects of shifting the proportion. It was concluded that the states' use of the set-aside is consistent with federal legislation and meets their needs. Suggestions for giving the states more flexibility in decisionmaking were noted, and the necessity for gathering national data on the set-aside program was emphasized. Responses of officials of the Department of Education to this report are summarized. (CL)

ED 255 013 EC 172 072

Evans, Allen, Ed.; And Others

Arts for the Handicapped: A Resource and Curriculum Guide. Second Edition.

Utah State Office of Education, Salt Lake City.
SPONS. AGENCY- National Committee, Arts for the Handicapped, Washington, D.C.
PUB DATE- 82
NOTE- 330p.; Document is printed on colored paper and may not reproduce well.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Education; *Art Education; Curriculum Guides; *Dance; *Disabilities; *Drama; *Educational Media; Elementary Secondary Education; Learning Activities; *Music

The arts manual is intended to provide teachers with suggestions on incorporating arts experiences into the education of handicapped students. A chart depicts benefits for arts programing drawn from the literature. The bulk of the manual is composed of listings of instructional objectives, materials and equipment needed, learning activity descriptions, and learning skills and evaluations for music, dance, drama, art, and media. A review of approximately 60 materials on arts and the handicapped is followed by information on proposal writing and sources of funding. (CL)

ED 255 029 FL 014 823

Andersen, Roger, Ed.
Second Languages: A Cross-Linguistic Perspective. Cross-Linguistic Series on Second Language Research.
REPORT NO.- ISBN-0-88377-440-2
PUB DATE- 84
NOTE- 438p.
AVAILABLE FROM- Newbury House Publishers, Inc., Rowley, MA 01969 ($23.95)
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Adult Learning; Age Differences; Children; Comparative Analysis; Dutch; English; Form Classes (Languages); French; German; *Grammar; *Interlanguage; Language Acquisition; Language Research; *Second Language Learning; *Second Languages; Spanish; Swedish; *Transfer of Training

A collection of studies of second language acquisition in Swedish, Dutch, Spanish, French, German, and English is presented using a cross-linguistic perspective. The following topics are covered: (1) cross-linguistic first language perspectives on second language acquisition research; (2) use of typological markedness conditions in Swedish as predictors in second language acquisition (3) difficulties in acquisition of two word order rules by adult learners of Dutch; (4) the purposes of gender in Spanish; (5) the Spanish that Quechua speakers learn; (6) the relationship between L1 operating principles and language transfer in L2 development; (7) age as a factor in acquisition of French as a second language in an immersion setting; (8) adult Spanish speakers and the acquisition of French negation forms; (9) acquisition and use of French morphosyntax by native speakers of Arabic dialects; (10) acquisition of German word order; (11) semantic features of pidginized learner varieties of German; (12) input and residual L1 transfer effects in Turkish and Greek children's German; (13) developmental sequences and the copula's role in German second language acquisition; (14) negation and verb morphology in the Spanish-English and Japanese-English second language continuum; (15) nonsyntactic speech in the Spanish-English Basilang; (17) reference and pronominal syntax preference in young child L2 learners; and (17) cognate recognition and use. (MSE)

ED 255 043 FL 014 927

Lopez-Emslie, Julia Rosa

The Role of Oral Language and Reading in the Transfer of Skills from Spanish to English Reading.

PUB DATE- Jan 85

NOTE- 15p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (13th, Albuquerque, NM, January 24-26, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Bilingual Education Programs; Children; Classroom Techniques; *English (Second Language); Grade 4; Interlanguage; Language Research; *Oral Language; Reading Instruction; *Reading Skills; *Second Language Learning; *Spanish; Speech Skills; *Transfer of Training

A study to determine the role of oral language and reading skills in the transfer from two years of reading in Spanish to reading in English had as subjects 191 fourth grade students in a bilingual education program. Students were tested and classified as efficient and non-efficient readers. It was found that (1) there is a relationship between oral English language proficiency and English reading proficiency; (2) a relationship exists between Spanish and English reading proficiency; (3) certain skills were identifiable as indicative of reading efficiency or non-efficiency; (4) the "Inventario de Destrezas" does not identify the same Spanish reading skills as does a standardized reading test in Spanish; (5) the "Inventario de Destrezas" serves as a good indicator of reading ability 60% of the time; (6) the Oral Language Dominance Measure is a good indicator of future English reading success; (7) student age and sex do not make a significant difference when students are tested in Spanish and English reading; (8) birthplace and income level are significant when students are tested in English reading; and (10) English reading performance varies by school. It is suggested that some of the tests used to make student transfer decisions should be revised, and that a model suggested by the results of this study would supply information about specific skills transferable and non-transferable from Spanish to English reading. In addition, criterion-referenced tests are recommended over standardized tests as a means of assessing actual student learning. (MSE)

ED 255 057 FL 014 942

Regan, Maureen
Why FLES Fails: Lack of Funds or American Provincialism?
PUB DATE- 85
NOTE- 18p.; Paper presented at the International Conference on Second/Foreign Language Acquisition by Children (Oklahoma City, OK, March 29-30, 1985)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Elementary Education; *Financial Support; *FLES; Instructional Materials; *Language Attitudes; *Language Teachers; *Resource Allocation; Secondary Education; *Second Language Instruction; Second Language Learning; Transfer of Training

America's elementary schools are again ready for foreign language instruction. When commitment to such programs exists, funding can usually be found and creative use of existing materials and personnel resources can ease the budget. Provincialism is a greater obstacle. Foreign language programs can help to eradicate the anti-language attitude that keeps school administrators, neighbors, business people, and diplomats monolingual and narrows children's viewpoints. Administrative support, which can make or break a program, can be in the form of an administrator who believes in the language teachers but absents himself from the program, or who openly backs foreign language instruction and seeks staff and curricula to accomplish it. In either case, it is essential to program success to involve any and all individuals who support the program concept and provide any information that supports foreign language instruction. In addition, program staff must be well qualified, and many resources exist to accomplish this. Finally, the curriculum and materials supporting the program can and should be greatly improved, not limiting children's cultural background to the habits of everyday living but providing connections for new ideas, concepts, and philosophies. Language programs do not fail for lack of money but because of the prevailing notion that children cannot learn languages well and that langauge learning is not a serious task. (MSE)

ED 255 073 FL 014 969

Tucker, G. Richard

Implications for U.S. Bilingual Education: Evidence from Canadian Research.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Rosslyn, VA.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- Feb 80

NOTE- 5p.; Paper presented at the Annual Meeting of the National Title VII Bilingual Education Management Institute (3rd, Washington, DC, November 4-8, 1979).

CONTRACT- 400-80-0040

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Collected Works - Serials (022)

DESCRIPTORS- *Bilingual Education; Comparative Analysis; Elementary Secondary Education; Federal Programs; Financial Support; Foreign Countries; French; Government Role; *Immersion Programs; *Language Maintenance; Language of Instruction; Language Research; Language Skills; Parent Participation; *Program Design; Program Development; *Program Effectiveness; Spanish; Student Characteristics; Teacher Qualifications

IDENTIFIERS- *Canada; United States

A comparison of the salient characteristics of Canadian and United States bilingual education programs suggests various settings where it would be desirable to introduce children to schooling in their home language. These settings include: (1) the various ethnic communities in the United States, (2) multilingual developing countries, (3) parts of Canada where groups of non-English-speaking residents have congregated and where the home language is one of lower ascribed social or economic status, (4) places where there does not exist uniformly high pressure within the home and community to encourage literacy and language maintenance, and (5) places where many teachers in the educational system are unaware of or insensitive to the values and traditions of the minority-group pupils. The schooling should take the form of a carefully developed language arts program integrated into a general curriculum in which content material is also taught in the native language. This will sustain and nurture children's linguistic and cognitive development while teaching the second language and gradually introducing the content materials in the second language, without abandoning the language arts or content material taught in the native language. Immersion in the target language is not recommended, although in some social settings where the home language is highly valued, parents and peer groups actively encourage literacy and native language maintenance, and the children's success is encouraged, schooling can begin in the second language. (MSE)

ED 255 088 FL 015 018

Curriculum Guide for Spanish Language Arts, Elementary Level H. Field Test. Working Draft = Guia para la ensenanza de las artes del lenguaje espanol, nivel elemental primario H. Edicion experimental.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 79
NOTE- 106p.; For related documents, see FL 015 010-023.
LANGUAGE- Spanish
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Bilingual Education; Class Activities; *Classroom Techniques; Comprehension; Curriculum Guides; Elementary Education; Evaluation Criteria; Grade 3; *Language Arts; *Literature Appreciation; Native Language Instruction; *Reading Instruction; *Spanish; Student Evaluation; *Study Skills

The curriculum guide for teachers of Spanish language arts for native Spanish-speaking primary students in the Chicago public schools' bilingual education program is introduced by a section outlining the program and defining the areas to be emphasized in the program: word attack, comprehension skills, study skills, and literature appreciation. Sections follow for each of the areas of emphasis, containing specific behavioral objectives and skills, instructional strategies and class activities for them, evaluation criteria, and a place for teachers to note useful references. Some illustrations and a bibliography are provided. Except for a preface and introduction in English, the text is entirely in Spanish. (MSE)

ED 255 103 HE 017 854

Johnson, David E.; Nelson, Stephen J.

Religious Uses of the College Union: Whose Temple Is It? Part One and Part Two.

Association of College Unions-International, Bloomington, IN.
PUB DATE- Oct 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Activism; Clergy; *College Students; Compliance (Legal); *Court Litigation; Discussion Groups; *Extracurricular Activities; Higher Education; Legal Responsibility; Moral Issues; Religion; Religious Factors; *Religious Organizations; Role Perception; *State Church Separation; Student Participation; Student Personnel Workers; *Student Unions
IDENTIFIERS- Campus Ministry

The relationship of college unions and student personnel services to religious groups on campus is examined in this two part article. In part one, attention is focused on the purposes of the college union, important concepts in the nation's religious history, and actions of the courts. It is noted that legal actions and court cases have focused on the debate over the relationship between campus religious groups and the higher education institutions of which these groups are a part. Court decisions suggest that religious programs advocating a particular religion or religion in general, when sponsored by a student government, union, or other official entity, should be avoided. However, it is legal to sponsor programs that examine values and in which religious lifestyles are compared and contrasted, as long as the religious lifestyles portrayed are only representative and not encouraged. Also, forced participation in religious exercises at private universities may constitute a denial of freedom of exercise. As long as universities treat student groups equally regarding meeting space and support, they are in compliance with court rulings. Part two of the article focuses on demands placed on the student union by religious groups and the union's responses. Issues that unions may face include: student demands to support a boycott (e.g., lettuce and grape boycotts), and the nature and degree of proselytizing and evangelizing that religious groups can engage in when using the student union. In considering the educative role of student activities and college union departments, active partnerships may be formed with the chaplain, campus ministry, and local clergy in developing ways to present basic infomation about religion, and tactics and dangers associated with aggressive cults and sects. Referral networks for counseling on religious issues and advisory groups to deal with religious concepts may also be formed cooperatively. It is suggested that while the college union is not engaged in ministry, per se, it can offer the space and environment for discussions of sensitive human issues. (SW)

ED 255 117 HE 018 149

Kleemann, Gary L.; Richardson, Richard C., Jr.
Student Perceptions of University Effectiveness.
PUB DATE- Apr 85
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; Ancillary School Services; *College Role; Educational Quality; Extracurricular Activities; Higher Education; *Organizational Effectiveness; *Participant Satisfaction; Research Projects; *State Universities; *Student Attitudes
IDENTIFIERS- Arizona State University; *Institutional Mission; Northern Arizona University; University of Arizona

Student perceptions of the effectiveness of three state universities was studied: Arizona State University, University of Arizona, and Northern Arizona University. An operational definition of effectiveness was proposed based on the literature, and a list of organizational activities was validated by administrators, faculty, community representatives, and students. Students' perceptions of the relative importance of organizational activities and their perceived level of achievement were identified using the 66-item survey. Principal axis factor analysis and varimax rotation were used to identify domains of effectiveness, and an indicator of effectiveness was developed. Comparative profiles of effectiveness across domains was constructed for the three universities, and the results were interpreted within the context of the strategic choice framework. Ten factors or activity domains were found: programs and services for students, emphasis on minorities and women, quality of research and teaching, research and knowledge dissemination, workshops and counseling to broaden access, athletics, supporting cultural activites, offering graduate programs, leasing facilities, and increasing standards. The 66 activities are identified under the appropriate domain. Findings are compared to results of other research. A 19-item bibliography concludes the document. (SW)

ED 255 131 HE 018 186

Commission Staff Comments on Equal Educational Opportunity Programs for the 1983-84 Budget. Commission Report 83-22.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Apr 83
NOTE- 94p.; For a related document, see HE 018 187.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 12th Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Ancillary School Services; Budgets; College Transfer Students; Community Colleges; *Developmental Studies Programs; Economically Disadvantaged; *Educational Opportunities; Ethnic Groups; Financial Support; Higher Education; Low Income Groups; *Minority Groups; Outreach Programs; State Aid; State Colleges; *Statewide Planning; *Student Recruitment; Transitional Programs; Tutoring
IDENTIFIERS- *California; *Public Colleges

Recommendations of the California Postsecondary Education Commission on proposed state-funded outreach and support service programs for ethnic minority and low-income postsecondary students are provided, along with descriptive data. With a focus on 1983-1984 budget issues, attention is directed to four types of programs at state institutions: developmental outreach, information outreach, retention, and comprehensive services. The following objectives are used by Commission staff in reviewing existing and proposed outreach and support service programs: to promote the most effective use of resources, to improve services to students, and to expand cooperative efforts by educational institutions. Twelve state-funded programs are reviewed on the basis of these criteria. For 20 programs funded by federal, state, private, and/or educational fees, the following descriptive information is provided: the implementing agent, target group, year started, program objectives, program services, funding source, number of clients served and funding in 1982-1983, and evaluation provisions. Also considered are policy issues relevant to the funding of equal educational opportunity programs. Detailed information about specific programs is appended, including objectives, funding history, and numbers served. (SW)

ED 255 144 HE 018 199

Altbach, Philip; Teichler, Ulrich

Reviews of "International Encyclopedia of Higher Education," Edited by Asa S. Knowles.

National Academy of Education, Washington, D.C.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- 80

NOTE- 95p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Book Reviews; College Administration; College Faculty; *College Programs; *Comparative Education; Educational Finance; Educational Policy; *Encyclopedias; *Foreign Countries; *Higher Education; *Organizations (Groups); Postsecondary Education as a Field of Study; Professional Associations; Research; Research and Development Centers

IDENTIFIERS- *International Encyclopedia of Higher Education

Two reviews are presented of "The International Encyclopedia of Higher Education," which was edited by Asa S. Knowles. The encyclopedia contains articles on national systems of higher education of 198 countries and territories, 282 topical essays on international and cross-national issues, and 142 descriptions of study fields. Also included are about 700 short entries providing information on: educational associations, committees and other organizations, centers/institutes conducting research on higher education, documentation and information centers, and reports on higher education policy. Two of the 10 volumes are devoted to author, institution, and subject indexes, a list of acronyms, and a cross-referenced glossary of commonly used academic terms in English and other languages. Short bibliographies for each country, including largely English-language materials are also provided. The encyclopedia consists of approximately 1,300 entries by 588 authors from 69 countries. In the first review, Philip G. Altbach describes the encyclopedia's scope, evaluates the guide, and provides a state-of-the-art review on the status of the field of comparative higher education. Altbach closes with 6 specific suggestions for improving the encyclopedia: (1) disseminate national bibliographic data to the international audience; (2) reduce reliance on American work and become less parochial; (3) economize on production of the encyclopedia in various ways; (4) make group entries by category rather than alphabetically; (5) select more authors from outside U.S.; (6) emphasize comparative insights to national problems. The second review by Ulrich Teichler, addresses primarily the international scope of the encyclopedia and echoes several of the suggestions made by the first reviewer. (SW)

ED 255 158 HE 018 214

Miller, Scott E.
Student and Parent Loans: A Growing Reliance.
American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 85
NOTE- 21p.; For related documents, see HE 018 215-217.
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, Washington, DC 20036-1193 (limited supply, free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; *Credit (Finance); Economic Factors; *Federal Aid; Higher Education; Loan Repayment; Middle Class Students; Parent Financial Contribution; Policy Formation; Position Papers; *Public Policy; *Student Loan Programs
IDENTIFIERS- *College Costs; *Debt (Financial); Guaranteed Student Loan Program; Parent Loans for Undergraduate Students

The merits of providing more loan opportunities to parents and students and the implications of this growing reliance on borrowing are considered. The objective is to clarify the alternative federal aid approaches that will be discussed as part of the reauthorization of the Higher Education Act. Federally-sponsored loan programs include Guaranteed Student Loans, National Direct Student Loans, and Parent Loans for Undergraduate Students (PLUS). Some states also offer supplemental student loans for students attending high-cost schools. Lending programs, which are generally viewed favorably from a political point of view, are a cost-effective means of providing aid. Several recent proposals submitted to Congress would center all student financial aid in credit programs. These programs would require students to repay all of the money received at a rate compatible with their earnings once they leave school. Others would serve as supplements to existing financial aid programs in order to serve middle-income families that do not normally qualify for federal grant aid. Concern has been raised that students are already assuming too much debt, which may detrimentally affect the national economy as well as the economic viability of the student after graduation. An overall program of student grants, work, and loans is advocated. (SW)

ED 255 171 IR 011 540

Gerber, E. L.

Computer-Aided Instruction in Circuit Analysis for the Personal Computer Microcomputing Working Paper Series F 84-10.

Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-F-84-10
PUB DATE- Oct 84
NOTE- 10p.; Paper published in the Proceedings of the 1984 Frontiers in Education Conference (Philadelphia, PA, October 3-5, 1984). For related documents, see IR 011 541-544.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, 32nd and Chestnut Streets, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Assisted Instruction; Computer Science Education; *Courseware; Design Requirements; *Engineering Education; Higher Education; *Instructional Design; *Microcomputers; Program Descriptions
IDENTIFIERS- Apple Macintosh; *Drexel University PA

The Macintosh microcomputer was selected by Drexel University as part of a program that requires all freshman to have access to a personal computer. Because of a lack of good courseware for the chosen microcomputer, especially in electrical engineering, Drexel has provided faculty release time, several development systems, computer assisted instruction (CAI) workshops, and some support personnel. The faculty in the Electrical and Computer Engineering Department are preparing CAI programs for the sophomore courses in Introduction to Computer Logic, and Circuits and Systems. Two approaches to CAI programs are being used that vary in how users proceed through the material. Both approaches are interactive dialog methods that run well on the Macintosh system. In one method, introductory material and theory are followed by examples and problems. Students can select the topics and sub-topics in a unit that they wish to study by using the program menu. In the second approach, students' progress depends on their responses to a series of problems. Remediation is offered in each case of an incorrect response. (LMM)

ED 255 185 IR 011 555

The Computer in Education and Training. Report of the Main Committee of the HSRC Education Research Programme. Part 1.

Human Sciences Research Council, Pretoria (South Africa).

REPORT NO.- ISBN-0-7969-0043-4
PUB DATE- 83
NOTE- 95p.; For related document, see IR 011 556.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Computer Literacy; *Computers; Courseware; *Educational Radio; *Educational Television; Elementary Secondary Education; Evaluation Criteria; Foreign Countries; Higher Education; Nonformal Education; Policy Formation; *Program Development; Program Implementation; *Teacher Education
IDENTIFIERS- *Computer Uses in Education; Software Evaluation; South Africa

This report presents findings and recommendations of an investigation that surveyed and evaluated the current educational situation in South Africa and offered recommendations on the use of computers in education and training. The following concerns are discussed: computers in formal and nonformal education; strategies for the introduction of computer awareness and computer literacy; coordination of activities in the use of the computer in education and training; suggested specifications for microcomputer systems; specifications and criteria for the design and evaluation of educational courseware for use with computers; cost analysis for the integration of the computer in education; the use of the radio, television, and other information systems for the promotion of instruction and learning; and priorities with respect to the implementation of the computer in education and training. An outline of a computer awareness/literacy program is appended. (LMM)

ED 255 200 IR 011 572

Hunt, Darwin P.

Some Uses of a Computer in Teaching, Training, and Testing:
Student/Learner Self-Assessment Responding.

PUB DATE- 10 Dec 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Assisted Testing; Computers; Models; *Multiple Choice Tests; Responses; Review (Reexamination); Schemata (Cognition); *Self Evaluation (Individuals); *Systems Approach
IDENTIFIERS- Computer Uses in Education

The use of systems theory as a conceptual framework is proposed as useful when considering computers as a machine component in teaching. Skinner's proposal that the label "computer" is inaccurate and counterproductive when used to refer to a machine being used for teaching is discussed. It is suggested that the alternative label "teaching machine" has the disadvantage of being associated with the past failure of "teaching machines" to live up to their expectations. Three practical applications concerning the human "self-assessment" process are discussed: (1) self-assessment multiple choice test; (2) self-assessment computer aided testing; and (3) self-assessment computer aided instruction and review. It is concluded that the day-to-day behavior of people in home, work, and leisure situations depends on the ability of individuals to assess the correctness of their own responses, as well as on the knowledge and skills which they possess, and that learning might better be considered a change in a person from being unsure and wrong to being sure and correct. Ten references are listed. (Author/LMM)

ED 255 216 IR 051 063

Cooperative Collection Development. SPEC Kit 111.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Feb 85
NOTE- 103p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($20.00 per kit, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; *Consortia; Guidelines; Higher Education; *Library Collection Development; *Library Collections; *Library Cooperation; Library Networks; Research Libraries; Shared Services
IDENTIFIERS- *Resource Sharing

A review of cooperative collection development activities among Association of Research Libraries (ARL) member institutions indicates that many are involved with local, statewide, or regional consortia that develop and operate one or more fairly traditional cooperative programs. This kit contains 11 documents illustrating cooperative activities: (1) "Newsletter, Report on the Serials Review Project" (Boston Library Consortium); (2) "Guidelines for University of California Library Acquisitions with Shared Purchase Funds--Collection Development Committee" (University of California Library Council); (3) "Plan for Conducting the National Collections Inventory Project (NCIP) in the University of California Libraries" (University of California, San Diego); (4) "Report on the Task Force on Resource-Sharing Activities" (University of California, Berkeley); (5) "Coordinated Cooperative Collection Development for Illinois Libraries. Volume I: A Description" (Illinois State Library); (6) "Cooperative Acquisitions Guidelines for Slavic and East European Materials" (Indiana University and University of Michigan); (7) "Resource Guide" (selected section; Long Island Library Resources Council); (8) "Mapping Information Resources in the Pacific Northwest: An Invitation to Participate" (Fred Meyer Charitable Trust); (9) "Summary of Consortium Programs for Collection Management and Resource Sharing" (Consortium of Universities of the Washington Metropolitan Area); (10) "North American Collection Inventory Project: A Brief Description" (Office of Management Studies); and (11) "Brief Instructions for Completing Conspectus Worksheets for the North American Inventory of Research Collections" (Office of Management Studies). (THC)

ED 255 228 IR 051 075

Beckman, Margaret; And Others
The Guelph Document System...with a Manual of Procedures. Report No. 3.
Guelph Univ. (Ontario). Library.
PUB DATE- 73
NOTE- 148p.; A revision and expansion of an earlier report, "Documentation System for the Organization of Government Publications within a University Library."
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Cataloging; Classification; Computer Storage Devices; *Data Processing; Foreign Countries; *Government Publications; Higher Education; Indexing; Information Retrieval; *Library Automation; Library Catalogs; Library Collections; Library Services; *Library Technical Processes; Methods; Position Papers
IDENTIFIERS- Canada; *University of Guelph (Ontario)

This report is a revision and expansion of an earlier research report that described the design of the University of Guelph's documentation system for the organization of government publications within university libraries. The design of the Guelph document system represents a deliberate departure from cataloging and classification theory and standards. The document code is a shelf location device and is structured only as is necessary to bring publications within government jurisdiction into appropriate relationships. Other codes were designed to provide quick sorting capabilities through a data processing system and in no way necessitate involvement in rules, regulations, or principles of cataloging. This report describes the initial investigation, and the development of a new method for organizing government publications made possible by new technology. The topic is covered in five parts: (1) a statement of the problem, and an identification of the traditional methods of arranging and processing government publications in libraries; (2) analysis of the design of the Guelph document system; (3) a description of the codes which are the basis of the system; (4) a discussion of the operating system as it has developed including changes, costs, equipment, user acceptance, and cooperative use; and (5) a manual of procedures for the system as used at Guelph. Related references and a bibliography conclude the report. (THC)

ED 255 242 JC 850 035

Fact Book, 1979-84.
Puerto Rico Univ., Ponce. Ponce Technical Univ. Coll.
PUB DATE- Jun 84
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; *College Faculty; Educational Finance; *Institutional Characteristics; Learning Resources Centers; Student Characteristics; *Student Personnel Services; Teacher Characteristics; Two Year Colleges; *Two Year College Students

This factbook compiles institutional statistical data on student and faculty characteristics, finances, student services, personnel and learning resources for Ponce Technical University College for 1979 through 1984. Part A provides data on students, including information on high school students' attendance at orientation; distribution of incoming freshmen by year, high school average, and placement test results; geographic distribution of incoming freshmen; student financial aid services; and private donations. Part B presents a faculty profile, containing information on faculty distribution by degree, rank, and year; distribution of faculty contracts, promotions, and licenses; and faculty projects. Part C includes data on programs and instruction, considering distribution of available space, faculty per program per year, faculty teaching loads, enrollment of students, student headcount enrollments, student withdrawals, academic suspensions, and degrees awarded. Part D covers learning resources, including information on expenditures for library resources, library use, the audiovisual budget, and financial support. Part E includes information on college administration, such as salaries of student services and non-student services personnel, equipment and supply costs per program, budgeting, utilities costs, and square footage of working space. Part F gives data on alumni, including information on the grade levels of graduates from different campuses, program graduates, and transfer and graduation rates. (HB)

ED 255 256 JC 850 122

Reinertson, Jacquelyn M.
How Well Do "Older" Students Read? Or Do Old Dogs Need to Learn New Tricks?
PUB DATE- 79
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; Age; *Reading Achievement; *Two Year College Students

In winter 1979, a study was conducted at C. S. Mott Community College (MCC) to determine the salient characteristics of successful students. Students in 63 upper-level courses took the Nelson-Denny Reading Test, Form A, and also completed a demographic questionnaire. The mean total reading score for all students had a grade equivalent of 13.1, with raw scores ranging from 6 through 162. The age range of the students was 17 to 67 years, with a mean of 26.45 years, a mode of 20 years, and a standard deviation of 8.2. As age and total reading score were positively correlated, the age category was further investigated, revealing: (1) students over 22 years of age had higher reading scores than those between 17 and 22 years of age; (2) students over 30 had a higher mean reading score than both other categories and also tended to have more varied scores; and (3) nearly 28% of the "successful" students at MCC were over 30 years old, 71.56% were female, and only 40.54% considered it likely that they would pursue further education. (LAL)

ED 255 270 JC 850 139

Meixner, Sylvia
A New Focus on Arts and Sciences at Maricopa.
Center for the Study of Community Colleges, Los Angeles, Calif.
PUB DATE- 84
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *Community Colleges; *Curriculum Development; *Liberal Arts; *Science Curriculum
IDENTIFIERS- *Maricopa Community College District AZ

As a result of rapid growth and changes in the student body, the Maricopa County Community College District (MCCCD) has been engaged in a complete review and revision of its educational system since 1978. As part of this process, the Arts and Sciences Task Force (ASTF) was formed in 1980 to revitalize the liberal arts and science. The ASTF has developed and begun to implement a Master Plan for the enhancement of arts and sciences. The goals of the Master Plan are to: (1) ensure that the MCCCD is dedicated to offering a quality college-level education; (2) foster the retention of students until their goals are achieved; (3) examine general education courses and degree requirements and revise as needed; (4) articulate general education and transfer degree requirements with other postsecondary institutions; and (5) ensure that district/college mission statements reflect the desired emphasis on arts and sciences. Among the most significant products of the ASTF is a detailed report and set of recommendations on degree requirements. The report recommends a common core, distribution requirements, electives and/or occupational courses, and a capstone course for•two of the three degrees offered. The efforts of the ASTF are complemented by statewide activities to improve articulation and transfer, and the work of other task forces and groups in the District in the area of curriculum revision. Future focuses in the MCCCD are on adopting and implementing a final version of the new general education requirements, developing an instrument to assess needs and resources in the arts and sciences, improving articulation, and creating a public image better reflecting the quality of the arts and sciences curriculum. (LAL)

PS

ED 255 284 PS 014 305

Hilliard, Asa G., III
The Future of Follow-Through.
PUB DATE- 78
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Early Childhood Education; Educational Improvement;
*Educational Quality; *Evaluation Needs; Program Development;
*Program Evaluation; *Student Development; *Teacher Effectiveness;
*Validity
IDENTIFIERS- *Project Follow Through

Project Follow Through has not yet been properly evaluated by researchers guided by appropriate assumptions. Tests used in the basic Follow Through evaluation had no clear relationship to most Follow Through programs. Still, conclusions of the evaluation have been presented with certainty and lead to the judgment that Follow Through does not work. Suggesting otherwise is the fact that, at some Follow Through sites, between 10 and 13 percent of the children have scored above the 50th percentile on the Metropolitan Achievement Test. This fact should be examined in detail through comparisons of high- and low-performing programs. There is much to recommend such a comparison. Certainly, it is not difficult to find educational data that reveal long-lasting, positive outcomes of good teaching for students thought to have limited potential for achievement. Along with a focus on child outcomes, future Follow Through evaluations should focus on teacher behavior and the way treatments, or models, are implemented. It will be absolutely necessary to insure that measurement instruments employed are appropriate to the task. The methodology for making precise comparisons among educational treatments presently exists. Contrary to generally held views of experts, Follow Through has not been a failure; Follow Through children have not failed to respond to good teaching. When educators become clear about the goals of education and commit themselves and their resources fully to good teaching, academic success for children will be assured. The alternative is a dangerous academic rationalization and legitimization of the status quo. (RH)

ED 255 297 PS 014 997

An Act to Establish a Mutual Consent Voluntary Adoption Registry and to Provide for the Transmission of Nonidentifying Information on the Health History and the Genetic and Social History of Adoptees. Model Legislation Series.

National Committee for Adoption, Inc., Washington, DC.

PUB DATE- 82
NOTE- 21p.
AVAILABLE FROM- National Committee for Adoption, Inc., Suite 326, 1346 Connecticut Avenue, N.W., Washington, DC 20036 ($2.00, plus appropriate postage. $1.50 per copy for orders of ten or more, book rate postage paid. All orders must be prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adopted Children; *Adoption; *Biological Parents; Confidentiality; Costs; Individual Characteristics; *Information Services; Models; *Parent Background; Physical Characteristics; Private Agencies; Public Agencies; Referral; Social Characteristics; *State Legislation

This document is offered as a legislative model to the states for consideration when addressing the controversy over "opening adoption records." It is the result of an intensive review of existing legislation and approaches concerning "open records" and the creation of adoption "registries." Title I of the model act includes general provisions, i.e., the policy and purposes of the act, definitions of terms, maintenance of records, prohibited conduct, nondisclosure, and rule making. Title II concerns the establishment, use, and operation of the mutual consent voluntary adoption registry. Three options are given for establishing a registry: (1) public agency and private agency cooperation; (2) creation of a new corporation to operate the registry; and (3) public agency operation of the registry. The section on operation of the registry includes provisions on disclosing identifying information, counseling users of the registry, matching and disclosure procedures, retention of data, scope of information obtained, and fees for operations. Title III concerns the compilation and disclosure of nonidentifying information on health history and social and genetic history, the repeal of existing law, and the effective date of the act. (CB)

ED 255 311 PS 015 032

Brody, Grace F.
A Longitudinal Study of Self-Concept, Attitudes toward School, and Vocational Aspirations in a Group of East Cleveland Minority Children.
PUB DATE- 18 Apr 84
NOTE- 57p.; Paper presented at the Seminar of the Charles Rieley Armington Research Program on Values in Children (Cleveland, OH, April 18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Youth; *Economically Disadvantaged; Elementary Education; Elementary School Students; Longitudinal Studies; Minority Group Children; *Occupational Aspiration; *School Attitudes; *Self Concept; *Self Concept Measures; Special Education; Statistical Data; Student Attitudes
IDENTIFIERS- *Ohio (East Cleveland)

An exploratory study was conducted to investigate the self-concept of 160 disadvantaged black fourth graders attending two elementary schools in East Cleveland, Ohio. Self-concept was studied in relation to children's levels of anxiety, their feelings about school and school subjects, their educational and vocational aspirations, teachers' evaluations of children's school behavior and achievement, and sex differences in all these variables. Beginning in 1979, the study provided for testing at the beginning and the end of the school year. In 1980, the original sample was enlarged with an additional 40 students. Testing in subsequent grades was done at the end of the school year. An all-white eighth grade class became available for comparision purposes toward the end of the study. The consistency of the self-concept scores over the years lent support to the theory that self-concept is a stable, central core of the personality. Statistical tables describe children's performance by sex and grade on the following instruments: the Piers-Harris Self Concept Scale; the State-Trait Anxiety Inventory for Children; a questionnaire in which children indicated their liking for school on a four-point scale and listed three of their favorite school subjects; the Teachers' Rating Scale of Student Behavior; Coopersmith's Behavior Rating Form; measures of educational and vocational aspirations; sociometric measures; a questionnaire on ethical and moral issues; the Offer Self-Image Questionnaire for Adolecents; and a self-description form. (Not all instruments were used at each testing.) (AS)

ED 255 324 PS 015 047

Jorde, Paula

Microcomputers in Early Childhood Education: Factors Influencing Administrators' Innovation-Adoption Decisions.

PUB DATE- Mar 85

NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; Administrator Education; Decision Making; Early Childhood Education; *Educational Innovation; Expectation; *Individual Differences; Inservice Teacher Education; *Microcomputers; Self Concept

IDENTIFIERS- Computer Users; Illinois; *Innovators; Process Analysis; *Self Efficacy

A multivariate correlational study examined interrelationships among personal and contextual variables and early childhood administrators' willingness to implement computer technology. A total of 80 administrators of programs in the state of Illinois with a licensed capacity of 80 or more participated in the study. Dependent variables included level of administrator innovativeness with respect to managerial and classroom instructional uses of the computer. In addition to gender and age, independent variables included self-efficacy expectations, attitudes about computer technology, self-perception of innovativeness, experience with and knowledge about computers, previous experience with educational innovations, outside support and encouragement, professional orientation, and background in math and science. Data were gathered through questionnaires, follow-up telephone conversations and personal interviews. The data support a general stage theory conceptualization of innovativeness. For this sample, the stage sequence was further differentiated by a series of steps that characterized the degree of willingness individuals displayed regarding the adoption of microcomputers. Individuals varying in innovativeness with respect to microcomputers differed significantly in their self-efficacy and psychological attitudes about computers, as well as in their previous experience with and knowledge about the technology. Significant statistical associations were found between most independent variables and level of innovativeness in instructional and administrative uses of computers. Implications of the findings for teacher education are discussed. (RH)

Morrison, Nolan; And Others
Rural Health Care in Texas: The Facts--1984.
Texas Univ., Austin. Center for Social Work Research.
SPONS. AGENCY- Hoblitzelle Foundation, Dallas, TX.; Meadows Foundation, Dallas, Tex.; Richardson (Sid W.) Foundation, Fort Worth, Tex.
PUB DATE- Jan 85
NOTE- 36p.; For related document, see ED 251 259; Also sponsored by the Trull Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Agriculture; Alcoholism; Children; Crime; Delivery Systems; Drug Abuse; Energy; Environmental Influences; Ethnic Groups; *Health Conditions; Health Facilities; *Health Personnel; Health Services; Housing; Incidence; Maps; *Mental Health; Older Adults; *Physical Health; Poverty; *Rural Areas; Rural Education; *Rural Population; Transportation
IDENTIFIERS- *Texas

The size of Texas and the distribution of its population result in service delivery, economic, educational, transportation, communication, and health problems. Texas is the second largest state in the nation, is third largest in population, has a population growing at a faster rate than the national average, and is a primarily rural state--20% of the population is nonmetropolitan and lives on 80% of the land. Although rural communities are pictured as clean places where the value systems are something to be envied, the reality is different. Accident rates are higher in rural areas than urban areas. Rural living produces drug abuse, domestic violence, depression, and teenage pregnancy just as frequently as does urban living. In addition, rural Texans have less education, lower incomes, and higher death rates than urban Texans. Rounding out this gloomy picture are higher incidences of substandard housing, poor communication and transportation systems, and inadequate sewage and water systems in rural areas. The report presents statistics on the population, poverty, children, elderly, health status, mental health, alcoholism and drug abuse, environmental health, health and medical facilities and health manpower, federal health programs, agriculture, crime, education, energy, housing, and transportation. Maps and extensive references conclude the document. (BRR)

ED 255 351 RC 015 233

Swiderski, Michael J.
Outdoor Leadership Competencies: A Research Study Surveying Outdoor Leaders.
PUB DATE- 84
NOTE- 10p.; Paper presented at the American Camping Association Convention (San Diego, CA, February 27-March 3, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Job Skills; *Leadership; *Leadership Qualities; *Minimum Competencies; *Outdoor Education; Safety; Skill Analysis
IDENTIFIERS- United States (West)

The study identified land-based outdoor leadership competencies deemed necessary by outdoor leaders in the western United States. Using resources such as outdoor leadership literature, competency-based teacher education manuals, consultation with outdoor leadership specialists in educational, private, and governmental agencies, and personal outdoor leadership experience, a list of 50 outdoor leadership competencies was developed. The list was sent to 282 outdoor leaders, administrators, and educators who ranked the importance of each competency. The return rate was 52.5% (148). Six weeks after the initial mailing, data were analyzed using a six-point Likert-type scale. Competencies were prioritized and ranked in order of importance using the statistical mean for each competency statement. Thirty-four competencies were ranked "extremely important." Among these were: exercise good judgment and common sense while performing duties as a leader under stress and pressure; handle situations which pose potential safety problems; foresee and be prepared for situations in which problems and accidents might occur; and prevent illness or injury but if either occurs, recognize and apply proper procedures and controls to stabilize or improve the ill or injured person's condition. Of the last 16 competencies, 14 were ranked "of moderate importance" and 2 were ranked "not important." (NQA)

ED 255 365 SE 045 449

Moore, Stephen
Half-Truths and Consequences: The Legacy of Global 2000. Institution Analysis No. 34.
Heritage Foundation, Washington, D.C.
PUB DATE- 7 Jan 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Endangered Species; *Environmental Education; *Federal Legislation; Forestry; *Futures (of Society); Institutions; Natural Resources; *Physical Environment; *Policy Formation; Population Education
IDENTIFIERS- *Global 2000 Report

The 1980 "Global 2000 Report to the President" was based on a study which attempted to project international trends in population, pollution, and resource availability through the year 2000. This document discusses: (1) the background of Global 2000; (2) Global 2000 and the media; (3) Global 2000's impact on the environmental movement (indicating that its most important, and probably least recognized impact has been in strengthening the environmental lobby in Washington); (4) Global 2000's impact within federal agencies (considering factors which have limited the report's direct influence on Reagan administration policy); (5) Global 2000's influence on legislation (including its influence on issues related to population policy, forestry, species extinction, and global foresight); (6) Global 2000's international impact; (7) Global 2000's influence on education; and (8) the institutional impact of Global 2000. It is the position of this paper that Global 2000 is a severely flawed piece of science which nonetheless has had wide-ranging consequences. Among the most serious are that it has: helped inject limits to growth philosophy in schools; boosted funding for such foreign assistance activities as tropical deforestation, population control and species extinction; created the issue of global foresight, promoting a trend toward more futures work within federal agencies; stimulated creation of organizations determined to address the problem of shrinking world resources; and legitimized the arguments of environmental interests groups thus significantly increasing their influence and constituency. (JN)

ED 255 379 SE 045 474

Piburn, Michael; Enyeart, Morris
A Comparison of the Reasoning Ability of Gifted and Mainstreamed Science Students.
PUB DATE- Apr 85
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; *Cognitive Ability; Cognitive Processes; Comparative Analysis; *Elementary School Science; *Gifted; Intermediate Grades; *Mainstreaming; *Science Education; Secondary Education; Secondary School Science; Selective Admission; Talent
IDENTIFIERS- Science Education Research

A sample of 217 students (from grades 4 to 8) who were enrolled in an elementary school science-oriented gifted and talented program were compared to 91 mainstreamed subjects in grades 7 through 10. Assessement instruments included: a battery of Piagetian measures designed to assess combinatorial reasoning, probabilistic reasoning, and the ability to isolate and control variables; the Propositional Logic Test; and a variation of the four-card hypothesis testing task. Results show that the gifted and talented sample was accelerated over the comparison group by two to three grade levels, suggesting that the former students are truly gifted in regard to very basic reasoning skills. The criteria for inclusions in gifted and talented programs vary from case to case, and are rarely well defined. Standardized aptitude tests may be appropriate for an academically-oriented acceleration program, but are probably not for local pullout enrichment programs. A more general battery of reasoning tasks, such as those used in this study, should be included in the selection of students for such gifted and talented programs. (Author/JN)

ED 255 393 SE 045 497

Pribyl, Jeffrey R.; Bodner, George M.
The Role of Spatial Ability and Achievement in Organic Chemistry.
PUB DATE- 85
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985). Several pages of slides are marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Science; College Students; Higher Education; Nonmajors; *Organic Chemistry; Science Education; *Spatial Ability
IDENTIFIERS- Science Education Research

This study investigated the role that spatial ability has in achievement in organic chemistry. Spatial ability was defined as containing two subfactors--spatial visualization and spatial orientation. Spatial visualization is the ability to mentally manipulate pictorially presented stimuli; involved in the processes of manipulation are the abilities of recognition, retention, and recall of a configuration in which there is movement along the internal parts. Spatial orientation is the ability to remain unconfused by changing orientations in which a configuration may be presented. Subjects were students in a course designed for nonscience majors, particularly for students in agriculture and health sciences. Findings show that students in the low spatial group scored significantly lower than students in the high spatial group on the organic chemistry examinations. Similarities and differences between the work of the high and low spatial students were also examined. The high spatial students made more use of drawings than the low spatial students on questions that asked for drawings and also on questions that did not ask specifically for drawings. It was also found that students, regardless of spatial ability, who drew pictures, scored higher on the examinations. (JN)

ED 255 014 EC 172 073

The Special Education Prevocational Level Manual: Project V.I.E.W. (Vocational Instruction and Experience Workshop). Assembly Skills, Woodworking Skills, Graphic Arts Skills, Measurement Skills, Plastic Skills, Horticulture Skills.

Northern Valley Regional High School District, Closter, N.J.

PUB DATE- 83
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assembly (Manufacturing); *Disabilities; Graphic Arts; Horticulture; *Job Skills; Measurement Techniques; *Prevocational Education; *Student Educational Objectives

Designed as a guideline for teachers and child study teams in a prevocational program for handicapped students, the manual presents goals, objectives and sample activities including the elements of career awareness, prevocational instruction, job simulation, and readiness for formal vocational instruction. Six sections are addressed: (1) assembly skills (collating, sorting, filing, folding, stapling, binding); (2) woodworking skills (hand tools, hardware); (3) graphic arts skills (press type, sign press, and offset printing); (4) measurement skills (linear measurement, money, time); (5) plastics skills (sign engraving, injection molding, heat sealing, laminating, vacuum forming); and (6) horticulture skills (plant growth and production). (CL)

ED 255 089 FL 015 019

Curriculum Guide for Spanish Language Arts, Intermediate Level J = Guia para la ensenanza de las artes del lenguaje espanol, nivel elemental intermedio J. Grade 4.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 75

NOTE- 203p.; For related documents, see FL 015 010-023.

LANGUAGE- Spanish

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Bilingual Education; Class Activities; *Classroom Techniques; Comprehension; Curriculum Guides; Elementary Education; Evaluation Criteria; Grade 4; *Language Arts; *Literature Appreciation; Native Language Instruction; *Reading Instruction; *Spanish; Student Evaluation; *Study Skills

The curriculum guide for teachers of Spanish language arts for native Spanish-speaking students in the Chicago public schools' bilingual education program is introduced by a section defining the areas to be emphasized in the program: word attack, comprehension skills, study skills, and literature appreciation. Sections follow for each of the areas of emphasis, containing specific behavioral objectives and skills, instructional strategies and class activities for them, evaluation criteria, and a place for teachers to note useful references. Some illustrations and a bibliography are provided. The text is entirely in Spanish. (MSE)

ED 255 186 IR 011 556

The Use of Radio and Television in Education and Training. Report of the Main Committee of the HSRC Education Research Programme.

Human Sciences Research Council, Pretoria (South Africa).

REPORT NO.- ISBN-0-7969-0105-8
PUB DATE- 84
NOTE- 156p.; For related document, see IR 011 555. Document contains light, broken print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Radio; *Educational Television; Foreign Countries; *Needs Assessment; *Program Development; *Program Implementation; Programing (Broadcast); Technology Transfer
IDENTIFIERS- *South Africa

This report describes the findings of a work committee on learning needs and media utilization, which conducted an investigation of: (1) the learning needs that exist at the macrolevel in South Africa in informal, formal, and nonformal education; (2) those needs that can be satisfied by the use of educational radio (ER) and educational television (ETV); (3) the use of ER and ETV in selected foreign countries; and (4) the structures for control of ER and ETV in selected countries. Following a description of the priority learning needs in southern Africa, the use of ER and ETV is described for Great Britain, Germany, the Netherlands, Japan, Israel, India, Asia, Pakistan, Russia, Poland, and a number of African countries. Additional chapters discuss some important considerations in the introduction of an effective educational broadcasting service and an analysis of the current situation with regard to radio, television, and educational media in South Africa. The appendix includes a summary of the limitations and potential of ER and ETV. (LMM)

Videotex and Cable TV.
Department of External Affairs, Ottawa (Ontario).
PUB DATE- 83
NOTE- 45p.; For related documents, see IR 011 574-576. Color graphics may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cable Television; *Computer Graphics; *Computer Software; Diagrams; Display Systems; Foreign Countries; *Microcomputers; Production Techniques; Standards; *Videotex
IDENTIFIERS- *Canada; Telidon System

One of 10 in a series on videotex, this promotional brochure discusses the enhancement of cable service systems that use videotex and teletext technologies. It explains the advantages of Canada's approach to videotex, which uses the standard called NAPLPS (North American Presentation Level Protocol Syntax), otherwise known in Canada as Telidon. NAPLPS-Telidon is a method of electronically coding graphic information that can be used when creating, storing, or transmitting any image in a digital format. Advantages listed include its flexibility and sophistication, forward and backward compatibility, low cost, current availability, and capacity to replace traditional character generators. An overview of ways to improve cable service covers graphic enhancements using page creation and cycling equipment or using a microcomputer and creating sets of format pages. Also discussed is teletext, which involves transmitting cycles of pages, but equipping subscribers with their own decoders to allow them to choose the pages they wish to see at any time. (LMM)

ED 255 243   JC 850 082

Radcliffe, Susan K.
Analysis of Fall 1984 Credit Enrollment. Research Report Number 39.
Howard Community Coll., Columbia, MD. Office of Research and Planning.
PUB DATE- Dec 84
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Age; Community Colleges; Day Students; *Enrollment Trends; Evening Students; Females; *Full Time Equivalency; Full Time Students; Majors (Students); Males; Part Time Students; *Student Characteristics; Two Year Colleges; *Two Year College Students

This analysis of fall 1984 credit enrollment represents an attempt to understand patterns of enrollment at Howard Community College (HCC) with respect to student demographics and registration status. Highlighted findings include the following: (1) credit enrollments were down for most categories with the most dramatic declines seen in part-time students, females, day students, recent Howard County high school graduates, and returning students; (2) enrollment declines appeared to be system-wide throughout Maryland community colleges; (3) factors related to enrollment declines were identified as lower unemployment, increased spending on consumer goods, new four-year institutions in Howard County and additional course offerings at these institutions, and new grading policies at HCC; (4) major shifts in enrollment patterns were the declines in the enrollments of females, recent county high school graduates, and first-time students; and (5) an increase in readmitted student enrollments was seen as a possible result of spring and summer recruitment activities. The bulk of the report consists of data tables and graphs. (LAL)

ED 255 257 JC 850 124

Martin, Oneida L.

The Economic Status of Women Pursuing Education at a Two-Year College.

PUB DATE- Apr 85

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Community Colleges; *Females; *Occupational Aspiration; *Socioeconomic Status; *Student Characteristics; *Student Financial Aid; Two Year Colleges; *Two Year College Students

The financial need to work, coupled with the need for further educational skills to obtain well-paying positions has ignited a dual conflict for women. A study was conducted to investigate the economic status of adult women attending a two-year college, and to determine if there were significant differences between single, married, and divorced/separated females. A sample of 50 full-time women students attending a small urban two-year college was randomly selected for the study. A three-page questionnaire was used to gather descriptive information about the students and their family background; the current economic status of the women; the relationship between economic support and the students' ability to continue their education; and the students' economic expectations with educational training. Study findings included the following: (1) 39% of the students had grants and 29% had loans; (2) 67% were working; (3) 71% were mothers, and 23% were household heads; (4) 46% had personal incomes under $5,000; (5) 93% reported that they would be unable to continue their education if financial assistance were eliminated; and (6) 96% said they would seek employment immediately after graduation, and 44% said they expected to earn between $10,000 and $15,000 after completing their education. (LAL)

ED 255 352 RC 015 242

Boynton, Mary
Colorado Migrant Education Program. 1981-82 Evaluation Report.
Colorado Migrant Education Resource Center (CoMerc), Longmont.
SPONS. AGENCY- Colorado State Dept. of Education, Denver.
PUB DATE- Feb 83
NOTE- 175p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Ancillary School Services; Community Involvement; Educational Cooperation; Education Service Centers; Elementary Secondary Education; Enrollment; *Migrant Education; Migrant Health Services; Migrant Programs; Parent Participation; *Program Administration; Program Evaluation; *State Programs; *Summer Programs; Supplementary Education
IDENTIFIERS- *Colorado

The evaluation report describes the state program activities, the 16 regular year and 14 summer programs, and the 3 support services provided for migrant children throughout the state in 1981-82. An introduction presents a brief program description, the report's purpose and format, the approach to evaluation in 1981-1982, the national goals for migrant education, and the 1981-1982 state objectives. Next, the state-level activities and accomplishments and ratings of the contracted support service agencies are documented. Following a general description of the local programs is information on the volunteer involvement, staff development, and parental involvement activities; coordination and dissemination efforts; student test outcomes in reading and math; and exceptional approaches, techniques, and practices employed by local education agencies (LEA's). An analysis of the special effort toward professional development conducted during the regular year is included. The efforts made in the area of secondary education and credit exchange during summer 1982 are reviewed. The next section outlines the conclusions and recommendations drawn from resource center staff, state migrant unit staff, project directors, and LEA cadre for professional development members. Appendices include the excerpted evaluation reports of the resource center, the Colorado Migrant Health Program, and the Migrant Student Transfer System. (NQA)

ED 255 394 SE 045 498

Frank, David V.; Herron, J. Dudley

The Effect of a Problem-Solving Teaching Method on Student Problem-Solving Processes.

PUB DATE- 85

NOTE- 24p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Chemistry; *College Science; Conventional Instruction; *Heuristics; Higher Education; *Problem Solving; Science Education; *Science Instruction; *Teaching Methods

IDENTIFIERS- Science Education Research

A problem-solving method of teaching was used in the recitation sections of a freshmen chemistry course for science and engineering majors at Purdue University. The method was based on prior research which revealed that good problem solvers formed better representations and used heuristics more often than poor problem solvers. Consequently, the use of heuristics (such as working backwards and trial and error methodology) was stressed throughout, as was the use of three different modes for representing (understanding) the problems, namely, the macroscopic, microscopic, and symbolic levels. Furthermore, a three-phase approach to solving problems (planning the solution, solving the problem, and reviewing the solution) was also presented. Both this teaching method and a more traditional method were used by two different instructors. In the traditional sections, instructors primarily reviewed assigned problems at students' requests. Instructors using the experimental method not only covered assigned problems but also some new problems. During the last 2 weeks of the semester, selected students were given a series of five problems to solve out loud. Transcripts of these interviews, together with students' written work, served as the protocols which are currently being analyzed. (Author/JN)

ED 255 030 FL 014 824

Christensen, Philip R.

The Radio Language Arts Project: Teaching by Radio in Rural Kenyan Primary Schools.

Academy for Educational Development, Inc., Washington, D.C.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C.
PUB DATE- Oct 83
NOTE- 28p.; Paper presented at the Northwestern University Conference on Communication, Mass Media and Development (Evanston, IL, October 13-15, 1983).
CONTRACT- AID/DSPE-C-0051
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Radio; *English (Second Language); Foreign Countries; *Language Arts; *Primary Education; Program Effectiveness; Program Evaluation; *Rural Areas; *Second Language Instruction; Technical Assistance
IDENTIFIERS- Kenya; *Radio Langauge Arts Project (Kenya)

The Radio Language Arts Project, a five-year research and development effort funded by the U.S. Agency for International Development in cooperation with the Kenya government to systematically assess the costs and benefits of intensive use of radio as the principal vehicle for primary level English instruction in rural areas of Kenya, is described and discussed. The potential of radio as the main instructional medium in a formal educational setting is discussed, and an example from Nicaragua of the successful realization of this potential is noted. The subject matter, English, is analyzed from the perspective of the radio as medium, and the most significant instructional design principles used in the Radio Language Arts Project are enumerated. Formative and summative evaluation strategies for the project are discussed, and the initial results are outlined. (MSE)

ED 255 044 FL 014 928

Brisk, Maria Estela
"Michael Jackson y Otros Cuentos": An Approach to Literacy Development for Bilingual Children.
PUB DATE- 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Students; Class Activities; *Computer Assisted Instruction; Computer Oriented Programs; *Creativity; English (Second Language); Grade 1; *Literacy Education; Microcomputers; Oral Language; Primary Education; Program Descriptions; *Spanish; Spanish Speaking; Student Motivation; Teacher Role; *Writing (Composition)

A program in which Spanish-speaking first grade children were encouraged to write stories about subjects of interest to them, using microcomputers and composing a personal storybook, has the advantages of using little-used computers, providing a link between oral and written language, encouraging creativity in students often perceived as learning disabled, and providing a product for students to be proud of. The example used is the creation of the little collection of children's writings called "Michael Jackson y Otros Cuentos" (i.e., Michael Jackson and other stories). The children were familiarized with the computers and a standard word processing program and were asked to compose a story about a favorite or interesting subject. The stories were printed out and copies given to each child for editing in class. The edited versions were then copied, made into books, and illustrated by the students. Two undergraduate student teachers provided enthusiasm, bilingual skills, lack of fear of computers, and creativity. Alternative computer-based class activities included question-and-answer communication between visitors and students, copying from storybooks, and playwriting. As the students progressed, their skill needs changed, and the teacher/facilitator role also changed. Results after three months included improved student self-concept as learners, more active participation in and initiation of learning, and improved attitudes toward writing. The children also began to read for meaning and ask questions about language, developing a sense of text and audience. (MSE)

ED 255 058   FL 014 944

Campbell, Christine M.
Guided Design in Foreign Language Education: Its Potential as a Viable Model, Method, and Conversation Strategy.
PUB DATE- 85
NOTE- 43p.; Paper presented at the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (16th, Chicago, IL, April 26-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Educational Objectives; *Educational Strategies; French; Higher Education; Program Descriptions; *Second Language Instruction; *Student Needs; *Teaching Methods
IDENTIFIERS- *Guided Design; Purdue University IN

The guided design (GD) approach is an instructional strategy that gears instruction specifically to the learner's long- and short-term objectives and has potential for foreign language instruction. It is based on Bloom's taxonomy of educational objectives and has two goals: to teach the materials corresponding to the objectives, and to develop the skills necessary to make effective decisions for practical application of the theory to be learned. GD's structural emphasis is on monitored decision-making procedures. Its application in second language instruction, in a Purdue University pilot study in French 203, confirmed that GD is a viable approach to take with college students between the novice-high and intermediate-low proficiency levels. Application at a lower level could present problems due to students' lack of lexical, syntactic, and phonetic knowledge, but a simplified variation could be designed for this group. The organization of a GD language and/or conversation course could include either partial or exclusive application of the approach. (MSE)

ED 255 104 HE 017 855

Bromley, Max L.
Planning for Effective Security at Campus Special Events.
Association of College Unions-International, Bloomington, IN.
PUB DATE- Oct 84
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Athletics; Concerts; Enrichment Activities; *Extracurricular Activities; Higher Education; *Policy Formation; *Recreational Activities; School Recreational Programs; *School Safety; *School Security; Security Personnel; State Universities
IDENTIFIERS- *College Special Events

Factors to consider in assuring security for student events on campus are discussed, based on the experience of the University of South Florida, which has developed, tested, and critiqued a system of planning security. Even though special events vary significantly in type and purpose, some questions should be answered in advance, with the participation of student groups, promoters, and student advisers. These concerns are: the purpose of the event; who will attend; crowd size; advertising for the event; start/end time; the site; the admission fee; crowd control provisions, rules, regulations, and local and state laws; the performer's record at other campuses; traffic and parking; and whether a report will be done on the event. While regular crowds that attend athletic games are familiar with the campus setting, rules, and accommodations, persons visiting the campus for the first time may be unfamiliar with them and need special attention or assistance. It must be decided in advance whether marshals are to intervene in a crowd disturbance or should summon police/security. It is recommended that university safety officials be involved in pre-event meetings, since securing planning for special events will provide the basis for a legal defense in case of a tragedy. (SW)

ED 255 118 HE 018 150

Polydorides, Georgia K.
Women Access to Greek Higher Education.
PUB DATE- Apr 84
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Access to Education; Affirmative Action; *College Admission; College Applicants; Comparative Analysis; *Females; Foreign Countries; Higher Education; Majors (Students); Males; Secondary Education; *Sex Differences; Specialization
IDENTIFIERS- *Greece

Current trends in women's access to higher education in Greece were studied. Attention was directed to recent differences in achievement by sex, as well as factors influencing success patterns in the national examinations taken at the end of secondary education. Data were obtained from a questionnaire distributed to a 10 percent random sample of secondary school graduates. A large increase in women's participation in university education was found for the last two decades. Higher upper-secondary school achievement scores were found for women than for men, while men had higher achievement scores on the national examinations. After the 1980 reform of the selection system, the rate of female admissions was proportionately equal to the rate of female applicants. In addition, women increasingly entered fields of study that traditionally were studied by men. Information is included on the fields of study chosen by women in 1960-1961, 1970-1971, and 1978-1979, along with mean achievement scores in 1981 for grades, 6, 9, 10, 12, the university entrance exam, and for university studies. (SW)

ED 255 132 HE 018 187

Commission Staff Comments and Recommendations on Equal Educational Opportunity Programs for the 1984-85 Budget. Commission Report 84-18.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jun 84

NOTE- 77p.; For a related document, see HE 018 186.

AVAILABLE FROM- California Postsecondary Education Commission, 1020 12th Street, Sacramento, CA 95814.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; Ancillary School Services; Budgets; College Transfer Students; Community Colleges; *Developmental Studies Programs; Economically Disadvantaged; *Educational Opportunities; Ethnic Groups; Financial Support; Higher Education; Low Income Groups; *Minority Groups; Outreach Programs; State Aid; State Colleges; *Statewide Planning; *Student Recruitment; Transitional Programs; Tutoring

IDENTIFIERS- *California; *Public Colleges

Recommendations of the California Postsecondary Education Commission on proposed state-funded outreach and support service programs for ethnic minority and low-income postsecondary students are provided, along with descriptive data. With a focus on 1984-1985 budget issues, attention is directed to four types of programs at state institutions: developmental outreach, information outreach, retention, and comprehensive services. For the 12 major state-supported programs, information is provided on: the implementing agent, target group, year started, program objectives, program services, funding source, number of students served during 1982-1983, 1983-1984 funding, and evaluation provisions. Conclusions about each of the programs and information about current coordination/consolidation efforts are presented, along with 1984-1985 funding recommendations. Appendices provide: information on enrollment and program completion trends for Hispanics, Blacks, American Indians, Asians, and Filipinos for California State University, the University of California, and California community colleges. Detailed information about 10 equal educational opportunity programs is appended, including program history and objectives, funding history, students served through outreach and retention activities, and evaluation data. (SW)

ED 255 145 HE 018 200

AP Yearbook, 1984.

College Entrance Examination Board, New York, N.Y.

PUB DATE- 84
NOTE- 12p.; For related document, see HE 018 201.
AVAILABLE FROM- College Board, Advanced Placement Program, 888 Seventh Avenue, New York, NY 10106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advanced Placement Programs; College Bound Students; *College Entrance Examinations; Ethnic Groups; Females; Geographic Regions; Higher Education; *High School Students; *Intellectual Disciplines; Minority Groups; Trend Analysis

A 1984 update of the College Board's Advanced Placement (AP) Program is presented. Graphs and narrative descriptions cover: number of students taking AP examinations by subject areas, 1974, 1979, 1983, 1984; trends in numbers of schools giving AP Examinations (exams) for the last 25 years (at 5-year intervals), including the number of exams, number of schools giving exams, and average number of exams per AP school; the percent of exams taken by women by general subject area and by year, 1969, 1974, 1979, 1984; percent of exams taken by ethnic minority students, 1979, 1984; the number of colleges receiving 25 or more AP grade reports in 1984 by region of the country and by control (public or private); the number of schools presenting 13 or more exams in 1984 by region and control; and the states in which the largest numbers of exams were given per 100 college-bound seniors. Appended is a table showing for each subject: the number of participating schools; the number of exams given for grade 10 and lower, grade 11, and grade 12; the number receiving AP grades of three or higher; and the number of colleges receiving AP grades. The data indicate that over the last 25 years the number of schools giving AP exams increased from slightly more than 500 to over 6,000. (SW)

ED 255 159 HE 018 215

Miller, Scott E.

Federal Support of State Student Financial Aid Programs.

American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 85
NOTE- 16p.; For related documents, see HE 018 214-217.
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, Washington, DC 20036-1193 (limited supply, free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; *Federal Aid; *Federal State Relationship; Higher Education; Incentives; Policy Formation; Position Papers; *Public Policy; *State Aid; *Student Financial Aid
IDENTIFIERS- College Costs; Reagan Administration; *State Student Incentive Grants

The federal/state partnership in providing student financial assistance and the interest of the federal government in maintaining this state commitment to assist needy students are examined. The State Student Incentive Grant (SSIG) program, which was begun in 1974, was designed to provide an incentive for states to develop and maintain student financial aid programs. The federal government allocates funds to the states under the condition that the states match the federal contribution on at least a dollar-for-dollar basis. Federal SSIG funds are distributed among the states based on their postsecondary enrollments. Since 1977, the total amount of grant aid provided by the states has increased steadily. In 1984 all 50 states and the District of Columbia support the program. In addition to the dollars provided directly to students, states are devoting billions of dollars collectively to maintain lower-cost public colleges. Since 1981 the Reagan administration has called for the elimination of the SSIG program, arguing that it has already achieved its intended goals. It is advocated that the SSIG program be retained to continue providing an incentive for states to fund financial aid programs. (SW)

ED 255 172 IR 011 541

Smith, Shirley C.
Computer and Software Abuse Policies. Microcomputing Working Paper Series A 84-7.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-A-84-7
PUB DATE- Nov 84
NOTE- 19p.; For related documents, see IR 011 540-544.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, 32nd and Chestnut Streets, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Computers; *Computer Software; *Copyrights; Higher Education; *Legal Responsibility; Programing; Programing Languages; Purchasing; *School Policy; Universities
IDENTIFIERS- *Computer Users; Illegal Copying (Software)

This document was designed to assist computer users with the ethical issues created by the widespread use of microcomputers at Drexel University, where there were over 5,000 Macintosh microcomputers in use on the campus as of the fall of 1984. It explains to faculty, students, and staff what the university expects and the law demands in regard to responsible behavior in the use of microcomputers. A copy of the university policy on access to computers and computer software use is provided, as well as an explanation of relevant Pennsylvania law on computer abuse and aspects of the national copyright law. Penalties for law violations are also discussed. Examples of situations involving legal and ethical questions which might occur on any university campus are provided for both students and faculty; topics covered include paying or receiving pay for copies of computer software programs, illegal copying of copyrighted programs, non-disclosure agreements, and illegal software. Also included are samples of letters to students and to faculty and staff introducing the computer and software abuse policy packet. (LMM)

ED 255 217 IR 051 064

Steidinger, Jana Reeg; Trzebiatowski, Elaine
Library Study Guide for Business.
PUB DATE- Dec 84
NOTE- 35p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; *Business Education; Higher Education; Independent Study; *Library Guides; *Library Instruction; *Library Materials; *Reference Materials; Resource Materials
IDENTIFIERS- *University of Wisconsin Stout

This library study guide was designed for business marketing students at the University of Wisconsin, Stout. The guide, and its accompanying exercises, were developed as an alternative to providing library instruction to approximately 150 business marketing students each semester. The guide introduces students to basic business reference sources in five categories: (1) newspaper and magazine indexes; (2) statistical resources; (3) industry specific resources; (4) directories; and (5) financial resources. Descriptive abstracts of each resource are included. Several questions are provided for each resource with accompanying answer keys. Five versions of the questions and five answer keys are provided to accommodate large classes. (THC)

ED 255 229 IR 051 076

Beckman, Margaret; And Others
On-Line Circulation: University of Guelph Library. Report No. 8.
Guelph Univ. (Ontario). Library.
PUB DATE- 78
NOTE- 64p.; "A technical report describing design requirements and philosophy, file and record structure, system functions and features, hardware/software capabilities and implementation procedures." Illustrations of video terminal displays which make up more than half the document may be marginally reproducible.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; Foreign Countries; Higher Education; *Library Automation; *Library Circulation; Library Equipment; Library Expenditures; Library Materials; *Library Planning; Library Technical Processes; *Online Systems; Position Papers; Program Evaluation; *Systems Development; Technological Advancement
IDENTIFIERS- *University of Guelph (Ontario)

This report describes the development, design, and evaluation of an online circulation system at the University of Guelph, Ontario. A 1976 study identified the specific problems or inadequacies of the existing circulation system and specified design requirements for a new online system. This 1978 report is divided into six parts: (1) historical background; (2) inadequacies of the off-line batch-mode system including mechanical breakdown, errors, inefficient and costly use of staff, reserve desk, and study conclusions; (3) design requirements for an online circulation system including functional and philosophical requirements; (4) evaluation of alternatives and choice of a system; (5) system design including a description of the design team and philosophy, equipment, and software; (6) functions of patrons and staff in using the GEAC Library Circulation; and (7) implementaton from first semester operation, September 1977-December 1977, to final implementation, January 1978. Numerous figures display actual online system computer screens. An equipment list is appended. (THC)

ED 255 271 JC 850 140

Koltai, Leslie
1984-85 State of the District Address. Los Angeles Community College District.
Los Angeles Community Coll. District, Calif.
PUB DATE- 1 Mar 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Programs; *Community Colleges; *Educational Change; Futures (of Society); Multicampus Colleges; Two Year Colleges; *Urban Schools

In this address by the Chancellor of the Los Angeles Community College District (LACCD), an overview is provided of major accomplishments, influences, changes, and directions of the District. Following introductory comments, the paper highlights some of the recent accomplishments of LACCD colleges, including the Test Construction and Evaluation System at Los Angeles Pierce College; the language laboratory at West Los Angeles College; the initiation of honors programs on several campuses; Project ASSET, a systematic program of assessment, orientation, and course placement; and cooperative programs with business and industry. The paper continues with a discussion of a period of unprecedented turmoil confronting the district, which focuses on the new realities of community college life; i.e., a restricted mission, reduced funding, and reduced numbers of students. Next, the paper emphasizes the ways community colleges must change to adapt to social changes, such as the renewed emphasis on competition and the revival of the work ethic. The final portion of the paper focuses on the critical nature of the issue of the professionalism of community college faculty and the responsibility of the faculty to mold the curriculum, provide mentorship to attract and hold students, and automate courses and learning materials to bring about the emergence of "the new college." (LAL)

ED 255 285 PS 014 441

Carroll, Jeri A.; And Others
Alphabet Letter Naming in Early Kindergarten Children.
PUB DATE- 80
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Difficulty Level; Educational Practices; *Kindergarten Children; *Letters (Alphabet); Primary Education
IDENTIFIERS- Acquisition Behavior; *Naming Response; Naming Task; Order Analysis; Order Relations; Pattern Analysis; Response Patterns

The ability of children during the first month of kindergarten to correctly recognize and identify the letters of the alphabet was examined. A total of 444 children were tested and only the data from children who could correctly recognize one or more, but less than 26, letters were analyzed. Children were grouped according to the number of letters known (e.g., 1-5, 6-10, etc.). An analysis of the data revealed that "x" and "o" were correctly identified most often, regardless of whether they were presented in upper or lower case. Examination of the data for patterns across children provided a basis for excluding several possible explanations for the order of alphabet letter name acquisition. The implications of the data for educational practices are discussed. (Author)

ED 255 298 PS 014 998

Friedman, Jane; And Others
Managing the Media Maze: A Resource Guide for Child Care Advocates.
Child Care Employee Project, Berkeley, CA.
SPONS. AGENCY- National Association for the Education of Young Children, Washington, D.C.; Rosenberg Foundation, San Francisco, Calif.
PUB DATE- 84
NOTE- 27p.; Also sponsored by the Eastman Foundation, New York.
AVAILABLE FROM- Child Care Employee Project, P.O. Box 5603, Berkeley, CA 94705 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Audiences; *Day Care; Day Care Centers; *Mass Instruction; *Mass Media Effects; Media Selection; Media Specialists; *News Media; Propaganda; *Public Opinion
IDENTIFIERS- *Media Education; Media Exposure; Media Packages; *Media Use

This pamphlet aims to help child care agencies and centers mount a campaign to counteract negative media coverage about child care. To plan an approach to the media, it is suggested that the child care organization designate a media person, develop a budget, target the audience, develop a message and vehicle, compile a media book with information about local media, cultivate media contacts, and establish a timetable. Specific skills for working with the media are also discussed; these include creating a media packet for the organization and preparing public service announcements, community calendar announcements, free speech messages, and press releases. Suggestions are also given for getting on radio and television, preparing for interviews and talkshows, getting positive results from encounters with the media, and evaluating the success of efforts to use the media. The conclusion stresses the need to coordinate positive media attention with organization of child advocates to improve the field of child care. A list of organizations and books for finding out more about the media are attached along with samples of a press release and a public service announcement. (CB)

ED 255 312 PS 015 033

Dail, Paula W.
Parental Role Behaviors in Young, Dual Parent Families: Future Policy Implications.
PUB DATE- Oct 84
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Family Relations (San Francisco, CA, October 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Discipline; Family Programs; Fathers; Mothers; *Nuclear Family; Parent Attitudes; *Parent Child Relationship; *Parent Role; *Public Policy; Questionnaires; Sex Differerces; Young Adults
IDENTIFIERS- *Parent Behavior

An investigation was undertaken in an effort to further understand the role of young, traditional dual-parent families. A total of 249 parents were asked to complete the Iowa Parent Behavior Inventory. Responses were categorized into parent involvement, limit setting, responsivity, reasoned guidance, free expression (mothers only), and intimacy. Responses were further divided according to styles of childrearing; these included authoritarian, authoritative, or permissive patterns of parental behavior. Results indicated that correlations between sex of parent and style of childrearing was highest in those categories representing more nurturant behavior (responsivity, intimacy, and reasoned guidance). Mothers scored higher than fathers in these areas. A very low correlation between sex of parent and parental behavior existed for the category representing more instrumental behaviors (limit setting). Two policy implications that can be extrapolated from the data concern child care and family stress levels. It is argued that child care and more equitable sharing of housework will be prominent issues for the 1980's and 1990's. Changes within the family would require assistance in the form of policies to support fathers' efforts to work at jobs allowing time for house and child care. A third policy implication concerns the development of social programs which would relieve the economic strain that often forces mothers into employment. (AS)

ED 255 325 PS 015 048

Rescorla, Leslie
Language Delay in 2-Year-Olds.
PUB DATE- 84
NOTE- 30p.; Portions of paper were presented at the International Conference of Infant Studies (4th, New York, NY, 1984) and at the Boston University Child Language Conference (Boston, MA, 1984). This research was supported by two grants from the University of Pennsylvania Research Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Diagnostic Tests; Language Acquisition; *Language Tests; Language Usage; Oral Language; Parent Background; Questionnaires; Sex Differences; *Socioeconomic Background; *Syntax; *Toddlers; *Vocabulary Development
IDENTIFIERS- *Language Delayed; *Language Development Survey

Because language delay tends to persist, is predictive of later learning problems, and is closely associated with psychiatric disorders, it is important to identify language delay as early as possible. In this study, language delay at age 2 was investigated in 502 children who attended physicians. Language assessment is not routinely carried out at this age because current screening instruments must be administered by a physician or his staff. For this research a screening test was devised which does not need a professional to administer it. The Language Development Survey (LDS) required the parent to indicate whether the child produced word combinations and to check off, on a list of 250 words, all words produced spontaneously. The criteria for "clear delay" were fewer than 30 words and/or no word combinations at age 2. In the first year of the study, 351 children were surveyed in five different pediatric groups; 14 percent met the clear delay criteria. The range across groups was from 9 to 17 percent, with the highest prevalence in an urban hospital medical clinic. In the second year, 151 children were surveyed in the same hospital medical clinic; 16 percent met the criteria for clear delay. The rate of clear delay was higher in boys than in girls. Total vocabulary size was significantly associated with sex and socioeconomic status, with girls and children in the upper social classes having larger vocabularies. Preliminary attempts to collect validity data on the LDS suggest that it will be useful in future research. (Author/CB)

ED 255 338 RC 015 190

Rural New York in Transition. Report of the First Statewide Legislative Symposium on Rural Development, with Public Commentary.

New York State Legislative Commission on Rural Resources, Albany.

PUB DATE- Jan 85
NOTE- 396p.; One of 10 reports from the Statewide Legislative Symposium on Rural Development (1st, Albany, NY, October 5-7, 1983). For the other reports from this symposium, see ED 250 123-131.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Agriculture; Business; *Community Change; Community Characteristics; Community Development; Economic Development; Elementary Secondary Education; Employment Opportunities; Health Needs; Higher Education; Housing Needs; Land Use; Local Government; Natural Resources; Public Administration; *Public Opinion; *Public Policy; Rural Areas; *Rural Development; *Rural Environment; Social Services; Statewide Planning; Transportation; *Trend Analysis
IDENTIFIERS- Goal Setting; *New York

This document is the last of 10 reports resulting from New York's 1983 First Statewide Symposium on Rural Development and is intended to be used primarily as a resource document for the development of public policy proposals. The 9 preliminary reports generated discussion at 12 public hearings, plus written testimony, and served to catalog rural New York's strengths, define its problems, and establish goals to guide state policy development for the next two decades. This report begins with a discussion about working toward a "new" rural New York, provides comparisons of population change in rural/metropolitan New York counties and New York's rural population ranked with all state populations, and cites dominant themes and recurring issues found in the symposium proceedings and in public commentary. Each of the nine discussion areas is then addressed, beginning with a list of symposium workshop participants in that area and followed by an introduction. Selected quotes from the symposium proceedings are displayed beside public commentary on the same topic. The nine areas include: human services and community life; health care; elementary, secondary, and higher education; business, economic development, and employment; agriculture; environment, land use, and natural resources; transportation; community facilities, housing, and community renewal; and government and management. (BRR)

ED 255 366 SE 045 452

Smith, Deborah C.
Cognitive Processes and Students' Misconceptions in Science.
PUB DATE- 84
NOTE- 22p.; Paper presented at the Annual Meeting of the Northeastern Education Research Association (Ellenville, NY, October 25, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; *Concept Formation; *Elementary School Science; Elementary Secondary Education; Science Education; *Science Instruction; Secondary School Science; Water
IDENTIFIERS- *Misconceptions

Several categories of misconceptions which appear to be emerging across studies are discussed. They include: mis-perceptions; stunted conceptions; mis-translations; confused conceptions; lost conceptions; and true misconceptions. True misconceptions are metaphors and analogies which represent truly complete systems of explanation but are conceptually wrong; for example, many adults whose models for the way a thermostat controls the furnace assume an accelerator metaphor. A common elementary science lesson on the water cycle is also examined in detail, focusing on places where children might go wrong in their understanding, and on how underlying cognitive processes might be connected to these difficulties. In addition, instructional implications arising from the discussion of cognitive processes as well as some further research which is needed to clarify these implications are addressed. One implication noted from a consideration of the cognitive processes required in the elementary science lesson is to teach it to much older children, whose working memory capacities can maintain and manipulate all the necessary factors. For young children, the lesson clearly overtaxes their abilities to represent mentally the events demonstrated, to construct functional rules for those events, to coordinate rules into a dynamic model, and to manipulate that model to explain unseen real-life events. (JN)

ED 255 380 SE 045 475

Zeitoun, Hassan Hussein; Hassan, Abdel moneim Ahamed
The Effect of Written Persuasive Communication On Changing Attitudes of Egyptian Preservice Biology Teachers Toward Teaching Evolution.
PUB DATE- Apr 85
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Biology; *Evolution; Foreign Countries; *Persuasive Discourse; Science Education; *Science Instruction; Science Teachers; Secondary Education; *Secondary School Science; *Teacher Attitudes
IDENTIFIERS- *Egypt; Science Education Research

This study determined the effect of written persuasive communication on changing the attitudes of Egyptian preservice biology teachers toward teaching the topic of organic evolution. Attitude change was measured by administering an instrument (the Attitude Toward Teaching Evolution Scale) developed for the study. This 22-item, Likert-type scale (with 11 positive and 11 negative statements related to teaching evolution) was administered as a pretest and posttest to assess attitude change. Subjects, consisting of 154 volunteers (46 males and 108 females), were randomly divided into two equal treatment groups. The experimental group used persuasive communication which consisted of two opposite arguments related to teaching organic evolution. The control group used written communication about air pollution. Results indicate a significant difference in mean posttest scores between the experimental and control group in favor of the experimental group. Thus, it was concluded that the Egyptian preservice biology teachers who had received the written persuasive communication had a positive change in their attitudes toward teaching evolution to secondary school students. (Author/JN)

ED 255 074 FL 014 970

Padilla, Raymond V., Ed.
Theory, Technology, and Public Policy on Bilingual Education.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Rosslyn, VA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
REPORT NO.- ISBN-0-89763-066-1
PUB DATE- 83
NOTE 400p.
CONTRACT- 400-80-0040
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020) Books (010)
DESCRIPTORS- Adult Education; Asian Americans; *Bilingual Education; Bilingualism; Children; *Educational Policy; Educational Television; Elementary Secondary Education; Evaluation Methods; Federal Regulation; Females; Higher Education; Interference (Language); Japanese; *Language Acquisition; Language Attitudes; Language Maintenance; Language Research; Learning Theories; Limited English Speaking; *Linguistic Theory; Mexican Americans; Multicultural Education; Parent Participation; *Public Policy; Puerto Ricans; Reading Skills; *Second Language Learning; Social Studies; Spanish Speaking; Teacher Attitudes; Vocational Education
IDENTIFIERS- Ethnolinguistics

A collection of papers on bilingual education covers these topics: (1) second-language acquisition theories relevant to bilingual education; (2) the age factor in native language maintenance and in the development of English proficiency of overseas Japanese children; (3) applying the Cummins language proficiency model to students who acquire language bimodally; (4) acquisition of Spanish sounds in two-year-old Chicanos; (5) bilingual education's role in Puerto Rican students' cultural adjustment; (6) qualitative analysis of teacher disapproval behavior; (7) assessing a community's ethnolinguistic complexity; (8) a bilingual education program effective with both Spanish and Asian language students; (9) Spanish mathematics instruction in some Texas schools; (10) oral history in bilingual social studies; and (11) a ten-year-old language learner's journal. Other topics include (1) improving vocational education for bilingual students; (2) the microcounseling approach for limited-English-proficient adults; (3) linguistic interferences among Korean students learning English; (4) scoring a Spanish informal reading inventory for bilingual students; (5) classroom observation for Spanish-speaking parents; (6) bilingual education on television; (7) the impact of state evaluation systems on limited-English-speakers; (8) issues in bilingual education policy formation; (9) language rights versus racial nondiscrimination; (10) bilingual education in higher education; (11) bilingual bicultural education; and (12) Hispanic women in higher education. (MSE)

ED 255 015 EC 172 074

Seidenberg, Pearl L.
Referential Communicative Effectiveness of Learning Disabled Children.
PUB DATE- Oct 84
NOTE- 25p.; Paper presented at the Conference of the Northeastern Educational Research Association (Ellenville, NY, October 24-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; Elementary Education; *Learning Disabilities; *Metacognition
IDENTIFIERS- *Referential Communication

The effect of both age and task variables on the referential communicative effectiveness of 60 learning disabled elementary school children was investigated. The importance of metacognitive factors, in this case spontaneous comparison activities, in accounting for learning disabled children's communication difficulties was also examined. Ss were given two tests of dissimilar and similar word-pairs with one word in each pair designated as the referent. They were asked to communicate a single word clue that would enable a listener to identify the referent. Findings of the study indicated that the learning disabled children were effective in communicating the dissimilar word-pair referents, requiring only sampling activities. However, on the similar word-pair task, requiring both sampling and comparison activities, their performance showed no significant improvement with age. Results of the study indicated that metacognitive factors appear to play an important role in the development of referential communicative effectiveness among learning disabled children. (Author/LL)

ED 255 090 FL 015 020

Curriculum Guide for Spanish Language Arts, Intermediate Level K = Guia para la ensenanza de las artes del lenguaje espanol, nivel elemental intermedio K. Grade 5

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 75

NOTE- 204p.; For related documents, see FL 015 010-023.

LANGUAGE- Spanish

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Bilingual Education; Class Activities; *Classroom Techniques; Comprehension; Curriculum Guides; Elementary Education; Evaluation Criteria; Grade 5; *Language Arts; *Literature Appreciation; Native Language Instruction; *Reading Instruction; *Spanish; Student Evaluation; *Study Skills

The curriculum guide for teachers of Spanish language arts for native Spanish-speaking students in the Chicago public schools' bilingual education program is introduced by a section defining the areas to be emphasized in the program: word attack, comprehension skills, study skills, and literature appreciation. Sections follow for each of the areas of emphasis, containing specific behavioral objectives and skills, instructional strategies and class activities for them, evaluation criteria, and a place for teachers to note useful references. Some illustrations and a bibliography are provided. The text is entirely in Spanish. (MSE)

ED 255 202 IR 011 574

Videotex and Education.
Department of External Affairs, Ottawa (Ontario).
PUB DATE- 84
NOTE- 56p.; For related documents, see IR 011 573-576. Color graphics may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiovisual Aids; Computer Assisted Instruction; *Computer Graphics; Computer Software; *Display Systems; Foreign Countries; Information Networks; Information Retrieval; Microcomputers; Program Descriptions; Standards; *Videotex
IDENTIFIERS- *Canada; Telidon System

One in a series of 10 promotional publications on videotex, this document describes both videotex and teletext and illustrates with actual examples how educators are using these new tools. Topics discussed include the educational roles permitted by the standardization of videotex and teletext; characteristics of the North American Presentation Level Protocol Syntax (NAPLPS), known in Canada as Telidon; how videotex can work with microcomputers; integrated computer assisted instruction/videotex sytems and software; and videotex software for microcomputers. Advantages of videotex are given as ease of use, low cost, assured service and reliability, and home delivery of education. Specific examples of educational videotex and teletext applications are described and include those of the TV Ontario services Edutex and Edutel, University of Alaska, the British Columbia Motor Vehicle Department, University of Guelph, Canadian Hospital Association, National Museum of Man, Sheridan College, Memorial University (St. John's, Newfoundland), and the University of Calgary. (LMM)

ED 255 258 JC 850 126

Brey, Ron; Grigsby, Charles
Telecourse Student Survey, 1984.
American Association of Community and Junior Colleges, Washington, DC. Instructional Telecommunications Consortium.
PUB DATE- 84
NOTE- 61p.; A project of the Instructional Telecommunications Consortium. Funded by the Annenberg/CPB Project.
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Students; College Attendance; Community Colleges; Educational Background; *Enrollment Influences; Information Sources; *Intellectual Disciplines; National Surveys; Questionnaires; *Student Characteristics; Student Recruitment; *Telecourses

In spring 1984, almost 8,000 students, who were enrolled in 42 different college-credit telecourses, were surveyed to determine the students' background, how they learned about telecourses, and how they intended to view programs. Data from the study were tabulated by state, course type, and selected individual courses and were cross-tabulated and subjected to discriminate analysis. Study findings included the following: (1) compared to on-campus students, telecourse students were more likely to be women, to have dependents at home, and to be employed; (2) there were significant age differences among students, depending on the course offered, with professional development courses especially tending to attract older students; (3) 68% of the students were women, 44% were over 29 years of age, 84% were Caucasian, 54% were married, and 81% were employed; (4) students enrolled in business and data processing courses were most likely to have learned about the courses in newspaper advertisements, while students enrolled in English and social sciences courses tended to have been referred to these courses by friends; (5) 63% of the students were currently enrolled in on-campus courses; (6) more than half of the telecourse students enrolled in telecourses because on-campus attendance did not fit into their schedules; and (7) 85% of the students viewed the telecourses at home. The questionnaire is appended. (LAL)

ED 255 031 FL 014 826

Underwood, John H.
Linguistics, Computers, and the Language Teacher. A Communicative Approach.
REPORT NO.- ISBN-0-88377-470-4
PUB DATE- 84
NOTE- 125p.
AVAILABLE FROM- Newbury House Publishers, Inc., Rowley, MA 01969 ($9.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Artificial Intelligence; Authoring Aids (Programing); *Communicative Competence (Languages); Comparative Analysis; *Computer Assisted Instruction; Courseware; Language Laboratories; *Language Teachers; Learning Theories; *Linguistic Theory; Programing Languages; *Second Language Instruction; Second Language Learning

This analysis of the state of the art of computer programs and programming for language teaching has two parts. In the first part, an overview of the theory and practice of language teaching, Noam Chomsky's view of language, and the implications and problems of generative theory are presented. The theory behind the input model of language acquisition is examined, and communicative approaches to language teaching are described and analyzed. In part two, concerning language teaching and the computer, the following topics are covered: (1) the analogy made between computers and the language laboratory regarding the use and misuse of technology; (2) the history and state of the art of computer assisted language learning (CALL); (3) the computer as a communicative environment in the present and future; (4) artificial intelligence and CALL, with analysis of an example; and (5) getting started in CALL, including an overview of general-purpose programing languages, computer-assisted instruction authoring languages, foreign language authoring systems, and ready-made courseware. An appendix lists print resources about computer use, and lists of references concerning linguistics and language teaching and computers and language teaching are also included. (MSE)

ED 255 045 FL 014 929

Shrum, Judith L.
The Integration of Modalities: Research and Instructional Implications.
PUB DATE- 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; *Diagnostic Tests; Higher Education; *Intermode Differences; Language Research; *Learning Modalities; *Learning Processes; *Second Language Instruction; Spanish; *Teaching Methods; Test Validity

A study of learner modality in second language learning conducted at a small, private liberal arts university had as subjects 20 freshmen in a second-semester Spanish course. The students' modality strength (visual, auditory, kinesthetic, or mixed) was correlated with Scholastic Aptitude Test measures, grades, and gender. The findings support previous research studies showing that modalities become integrated as students mature, and also suggest a possible role played by memory strategies, especially chunking, when modalities are measured by the Swassing-Barbe Modality Index (SBMI) among college-age subjects. It is suggested that: (1) teachers consider use of the SBMI for diagnostic purposes when students have difficulty learning, and (2) the mismatch between the teacher's preferred mode of presentation and the students' preferred mode of learning be lessened by reteaching in a different mode and by varying the mode used from day to day. (Author/MSE)

ED 255 059 FL 014 945

Garrott, Carl L.

Social Stereotypes, Social Distance and the University French Student.

PUB DATE- 9 Apr 85

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Students; Ethnic Bias; *French; Higher Education; *Second Language Learning; *Social Influences; State Universities; *Stereotypes; *Student Attitudes

IDENTIFIERS- *Social Distance

A study of the social and/or ethnic attitudes within the college French classroom had the objectives of: (1) determining possible social influences; (2) examining attitudinal reactions to bipolar adjectives describing Francophones; and (3) examining the attitudinal reactions to varying degrees of social distance. The 228 subjects were students in twelve classes, four at each of three levels of study, at a major state university. The data consisted of student scores on two attitude inventories, one measuring semantic differential on twenty pairs of bipolar adjectives and the other the Bogardus Social Distance Scale measuring the degree of actual and desired social contact with persons from twenty nations or provinces. The instruments were administered just before final examinations. The results support previous research indicating that ethnic and social attitudes may include a tendency for a person to act in a way corresponding to his or her cognitive and affective combinations, and that the "occidental-good, non-occidental-bad" distinction continues to influence American students. Generally, the results suggest that culturally conditioned perceptions of reality stubbornly persist even after language study. French teachers should adopt techniques relating real attitudes, behaviors, and experiences to Francophones, and students must learn to tolerate ambiguities and differences. (MSE)

ED 255 119 HE 018 151

Educating for Service: Institutional Self Study Report.

Fort Wayne Bible Coll., IN.

SPONS. AGENCY- North Central Association of Colleges and Schools, Chicago, Ill.
PUB DATE- Jan 85
NOTE- 221p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accreditation (Institutions); Ancillary School Services; *Church Related Colleges; College Administration; College Buildings; College Faculty; College Libraries; *College Programs; College Role; Educational Facilities; Educational Objectives; Higher Education; Program Evaluation; School Funds; *Self Evaluation (Groups); *Student Characteristics; Student Personnel Services; *Teacher Characteristics
IDENTIFIERS- Fort Wayne Bible College IN; *Institutional Mission

The extent to which Fort Wayne Bible College is fulfilling its mission and goals and its resources to meet future goals are addressed in this self-study report. Attention is directed to: institutional purpose, academic programs, students and student services, faculty resources, library resources, financial resources, plant and equipment resources, organization and administration, community resources and services, and planning and the future. One purpose of the self-study is to document that the institution satisfies criteria for initial accreditation. College-developed assessment tools were used, including a library survey, a cost effectiveness study, an attitude and opinion survey, a senior survey, and a freshman enrollment questionnaire. Included are a brief description of the accreditation history of the college, along with concerns of the accrediting agency evaluation team, and recommendations. Also covered are the following: the structure of curricular programs and requirements of degree programs, and program evaluation approaches; characteristics and activities of the faculty and an appraisal of faculty effectiveness; student characteristics, enrollment and retention, student financial aid, student development, and alumni services; and audiovisual services. (SW)

ED 255 133 HE 018 188

College and University Admissions and Enrollment, New York State, Fall 1983.

New York State Education Dept., Albany. Information Center on Education.

PUB DATE- Dec 84

NOTE- 37p.

AVAILABLE FROM- University of the State of New York, State Education Department, Information Center on Education, Albany, NY 12234.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Admission; Credit Courses; Degrees (Academic); Doctoral Degrees; Educational Certificates; *Enrollment Trends; *Higher Education; Institutional Characteristics; *Majors (Students); Masters Degrees; Noncredit Courses; Private Colleges; Professional Education; Proprietary Schools; State Colleges; State Surveys; Two Year Colleges; Undergraduate Study

IDENTIFIERS- *New York

New York State college and university admissions and enrollment data for fall 1983 are presented, with statistical tables providing data for specific institutions, as well as for various institutional classifications. Data are provided on: trends in degree-credit enrollment by type of institution from fall 1970 to fall 1983; degree-credit enrollment by level of study, sector (State University of New York, City University of New York, independent or proprietary), and sex of student for fall 1983; first-time student degree-credit enrollment in institutions by sector; degree-credit and noncredit enrollment by level of program and institutional classification, as well as for specific institutions; degree-credit enrollment in occupational programs by major program area, sex of student, level, and attendance status; undergraduate, master's, and doctoral degree program enrollment by major subject area, level, attendance status, and sex of student; first-professional degree-credit enrollment by subject area; degree-credit unclassified enrollment and graduate certificate enrollment by institutional classification; trends in undergraduate, first-professional, and graduate admissions by sector and admissions status, 1980-1983, and undergraduate, graduate, and first-professional applications received and accepted by institutional classification. (SW)

ED 255 146 HE 018 201

Advanced Placement Program, National Summary Reports, 1984.
College Entrance Examination Board, New York, N.Y.
PUB DATE- 84
NOTE- 27p.; For related document, see HE 018 200.
AVAILABLE FROM- College Board, Advanced Placement Program, 888
Seventh Avenue, New York, NY 10106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Advanced Placement Programs; College Bound Students;
*College Entrance Examinations; *Ethnic Groups; Females; Higher
Education; *High School Students; *Intellectual Disciplines;
*Minority Groups; Trend Analysis

Data on student participation in the College Board's 1984 Advanced Placement Examinations (AP exams) are presented. The tables show mean exam grades by subject and ethnic group for all candidates, males, females, grade 12 candidates, grade 11 candidates, and public school candidates. National data are also provided on reports designated for in-state and out-of-state colleges by exam grade distributions, subject, and ethnic group. Highlights include the following: in 1984, there were 176,282 candidates taking 236,599 AP exams; 53 percent of all AP exams in American history were taken by males, while 40 percent of exams in math/calculus AB were taken by females; 52 percent of all 12th grade candidates challenged the AP exam in English literature and composition; 31 percent of all candidates taking AP exams were secondary school juniors; 59 percent of students from the state who identified themselves as black designated in-state colleges to receive their AP grade reports instead of out-of-state colleges; 37 percent of all students with an AP exam grade of 3-5 designated an out-of-state college to receive their grade reports; and 74 percent of the public school candidates challenging the biology AP exam earned a grade of 3-5. (SW)

ED 255 160 HE 018 216

Miller, Scott E.
Incentives for Tuition Savings.
American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 85
NOTE- 16p.; For related documents, see HE 018 214-217.
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, Washington, DC 20036-1193 (limited supply, free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; Economic Status; Higher Education; *Incentives; Low Income Groups; *Parent Financial Contribution; Policy Formation; Position Papers; Public Policy; *Tax Credits; Tax Deductions; *Tuition
IDENTIFIERS- *College Costs; Reagan Administration; Savings Accounts; *Tuition Savings Plans

The role of the federal government in authorizing tuition savings plans and the relationship of these incentives to more traditional student aid programs are examined. Most of the recent proposals to provide incentives for families to save for their children's education would allow tax breaks. For example, the Reagan administration proposal would allow families to set aside $1,000 per year, per student for college costs. The money saved would be deducted from a family's taxable income. Benefits from these plans are intended for lower and middle-income families; under the Reagan administration plan only families with incomes under $60,000 would be eligible. The tax benefit, though, would be greater for families in higher tax brackets. The benefits derived from savings incentives are not distributed on the basis of need at the time of college attendance. The major focus of current programs is to provide assistance to the lowest-income students. It is concluded that there are two serious limitations on tuition savings plans: their impact cannot be felt for many years, and they do not provide significant benefits to lower-income students. Additionally, these programs are complex and require a working knowledge of federal tax laws for families to understand them. (SW)

Onaral, Banu; And Others
Interactive Computing and Graphics in Undergraduate Digital Signal Processing. Microcomputing Working Paper Series F 84-9.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-F-84-9
PUB DATE- Sep 84
NOTE- 20p.; Paper presented at the Frontiers in Education Conference (Worcester, MA, October 17-19, 1983). For related documents, see IR 011 540-544.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, 32nd and Chestnut Streets, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; *Computer Science Education; *Courseware; *Design Requirements; *Engineering Education; Higher Education; Instructional Materials; Material Development
IDENTIFIERS- *Digital Filter Design; Digital Signal Processing

This report describes the development of a Drexel University electrical and computer engineering course on digital filter design that used interactive computing and graphics, and was one of three courses in a senior-level sequence on digital signal processing (DSP). Interactive and digital analysis/design routines and the interconnection of these routines into a digital filter analysis/design package for computer assisted instruction (CAI) are discussed. Five examples illustrate the educational approach to integrating a software package into digital filter design coursework. The first two examples use a program based on the relationship between the pole-zero pattern of a given transfer function and its dynamic response. The design of digital filters from standard Butterworth and Chebyshev analog filters using the bilinear transform is explored in the third example, and the fourth and fifth examples illustrate the use of the computer aided methods proposed by Steiglitz and McClellan and Parks. A discussion of results based on a questionnaire survey of 68 students indicates that the CAI approach is effective in DSP. A majority of the students found the programs to be a worthwhile supplement to the course. Nineteen references are listed. (LMM)

ED 255 187 IR 011 557

Federal Audiovisual Policy Act. Hearing before a Subcommittee of the Committee on Government Operations, House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 3325 to Establish in the Office of Management and Budget an Office to Be Known as the Office of Federal Audiovisual Policy, and for Other Purposes.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

PUB DATE- 84

NOTE- 114p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Audiovisual Aids; *Coordination; *Federal Government; *Federal Legislation; *Federal Programs; Hearings; *Policy Formation; Public Agencies; Purchasing

IDENTIFIERS- Congress 98th

The views of private industry and government are offered in this report of a hearing on the Federal Audiovisual Policy Act, which would establish an office to coordinate federal audiovisual activity and require most audiovisual material produced for federal agencies to be acquired under contract from private producers. Testimony is included from the following individuals: Representative Glenn English (Oklahoma); Joseph J. DiBuono, Videotape Production Association; James B. Faichney, Government Audiovisual Committee, Directors Guild of America; Sam Roberts, New York Council of Motion Picture and Television Unions; Donald Sowle, Office of Management and Budget, accompanied by LeRoy J. Haugh and Charles Clark; and W. G. Williams, Independent Media Producers Association, accompanied by Pare Lorentz, Jr. Letters, statements, and additional materials submitted for the record are included from Representative Howard L. Berman (California); Joseph J. DiBuono; Steve D'Inzillo, International Alliance of Theatrical Stage Employees and Moving Picture Machine Operators of the United States and Canada; James B. Faichney; Representative Edward R. Roybal (California); Donald Sowle; Representative Henry A. Waxman (California); and W. G. Williams. Appendices include a statement by Jack Valenti, Motion Picture Association of America, Inc. (LMM)

ED 255 218 IR 051 065

Guevara, Alvaro Agudo
A Study of Public Library Users in Some Countries of Latin America and the Caribbean.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-84/WS/23
PUB DATE- Jan 85
NOTE- 94p.; This report was originally published in Spanish.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; *Library Materials; Library Research; *Library Services; Library Statistics; Library Surveys; *Public Libraries; *User Satisfaction (Information); Use Studies
IDENTIFIERS- *Caribbean; *Latin America; Library Users

This user survey was part of a three-part diagnostic study that sought to obtain information on how public libraries operate in Latin America (Argentina, Colombia, El Salvador, Guatemala, Honduras, Panama, and Venezuela) and the Caribbean (Barbados, Grenada, Jamaica, and Surinam) and the social role performed by this type of service in the region. Each part of the study involved preparation and administration of a questionnaire to public libraries in all countries of the region. A total of 3,796 questionnaires representing 192 libraries in 11 countries were processed. The objectives of the user survey were: (1) to draw a user profile based on sex, age, level of education, background (urban, suburban, or rural) and socio-economic level; (2) to draw a user profile based on use made of the library, taking into account the stated usefulness of the information sought, the type of material consulted, how long the user has been visiting the library, how often and how much, and how well his information needs are satisfied; (3) to investigate the relationship between the user's choice of a library and the features of the library that affect this choice; and (4) to obtain information on how users learn about the library. The first section of this report sets forth the objectives of the user survey, briefly describes the methods used, and characterizes the participants. The second section contains an analysis of the data obtained and presents the conclusions. Questionnaires and statistical tables showing study results are appended. (THC)

ED 255 2[illegible]4 JC 850 083

California Adult Student Assessment System (CASAS) Project Final Report: 1983-1984.

California Adult Student Assessment System Consortium, San Diego.; San Diego Community Coll. District, CA. Continuing Education Centers.

SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 84
NOTE- 229p.; An Assessment Consortium Project.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Students; Community Colleges; *Educational Diagnosis; *English (Second Language); English Instruction; *Minimum Competencies; State Programs; Testing Programs; Two Year Colleges
IDENTIFIERS- *California; *California Adult Student Assessment System

A final report is provided of the CASAS Project, a comprehensive educational assessment system designed to measure the identified competencies of local educational programs for all levels of Adult Basic Education (ABE) and English as a Second Language (ESL). The report begins with lists of personnel involved in the project, and an overview of CASAS which sought to: (1) provide effective placement materials and procedures for correct student placement into ABE, ESL, and vocational programs for beginning through advanced levels; (2) measure student achievement in a competency-based program; (3) target day-to-day relevant instruction; (4) certify attainment of competencies for movement of students to higher program levels and for local certification programs; and (5) provide materials and procedures adaptable to various settings and linked to competency-based curriculum goals and instructional programs. Section A provides a needs statement, general and project background, and a summary of 1980-81 activities. Section B summarizes CASAS 1983-84 activities, focusing on the undertakings of project committees, test item development and field testing, assessment results, vocational assessment activities, microcomputer use projects, and the development of a career guidance system. After section C describes efforts to disseminate project materials, sections D, E, and F look at CASAS workshops, presentations, and training workshops. Extensive appendices provide additional background material, test results, final reports on various project activities, and survey materials. (LAL)

ED 255 272 JC 850 141

Schmeltekopf, Donald D., Ed.; Johnson, Glen, Ed.
The Community College Humanities Review, Winter 1984-1985, Number 6.
Community Coll. Humanities Association, Cranford, NJ.
PUB DATE- 85
NOTE- 132p.
AVAILABLE FROM- Community College Humanities Association, Union County College, 1033 Springfield Avenue, Cranford, NJ 07016 ($7.50, single issue).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Ethical Instruction; History; Humanism; *Humanities; *Humanities Instruction; Moral Values; Philosophy; Two Year Colleges; Values Education; Writing Instruction

This issue of "The Community College Humanities Review" contains a series of articles, reviews, and reports addressing various issues related to values education and other areas of the humanities. The issue contains: "The Study of History and the Question of Human Values," by Abraham Ascher; "A Moral Imperative for Teaching Values in a Literature Class," by Lesta C. Wren; "Teaching Writing and Teaching Virtue," by Eugene Garver; "Humanistic Ideals and the Professions," by Arthur Grugan; and "Pitfalls and Proposals in the Teaching of Values," by Norman E. Bowie. In addition, the following essay reviews are presented: "Involvement in a Legacy: A Challenge and an Opportunity for America's Community Colleges," by James F. Perry; and "Canon, Curriculum, and Cultural Literacy," by Linda Spoerl. Finally, three reports are included: "Value, Freedom, and Transformation: Some Reflections on the Teaching of Philosophy at LaGuardia Community College," by Neil Rossman; "Harmonizing the Humanities with Business Studies: The Language and International Trade Program at Eastern Michigan University," by Ray Schaub; and "Rethinking the Introductory History Course," by David Berry and Steve Curry. (HB)

ED 255 286 PS 014 706

Infant Mortality Rates: Failure to Close the Black-White Gap. Hearing before the Subcommittee on Oversight and Investigations and the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, Ninety-Eighth Congress, Second Session (March 16, 1984).

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 84
NOTE- 367p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Blacks; Federal Government; Federal Legislation; *Federal Programs; Health Needs; *Health Services; Hearings; Immunization Programs; Incidence; *Infant Mortality; Medical Services; Nutrition; Pregnancy; Prenatal Influences; *Preventive Medicine
IDENTIFIERS- *Congress 98th; *Department of Health and Human Services; Michigan

This hearing was held in response to a request from the Congressional Black Caucus, which asked the subcommittees to find out if the Department of Health and Human Services (HHS) was doing everything possible to reduce infant mortality, especially the high death rate experienced by Blacks. The hearing opened with statements by both subcommittee chairmen, after which congressional Representatives and the chief of Maternal and Child Health, Michigan Department of Public Health testified to the benefits of various maternal and child programs and the effects of federal and state funding cuts on these programs. The assistant secretary for HHS discussed current programs and stated that more research was necessary to find out the causes of the discrepancy between Black and White mortality rates. Questions to him focused on planned merging of existing programs into block grants and subsequent loss of funds, the possibilities for increasing the accessibility of health services and nutrition programs, coordinating research efforts with the Public Health Service, and problems in receiving information from his agency. Representatives from the Children's Defense Fund, the Food Research and Action Center, Public Advocates, Inc., and Satellite Clinic, Harlem Hospital also testified. Material submitted for the record was from organizations which gave oral testimony and from the American College of Nurse-Midwives, the Harvard School of Public Health, and the Mexican American Legal Defence and Educational Fund. (CB)

ED 255 299 PS 015 000

Whitebook, Marcy, Ed.; Ginsburg, Gerri, Ed.
Beyond "Just Working with Kids": Preparing Early Childhood Teachers to Advocate for Themselves and Others. A Curriculum Guide.
Child Care Employee Project, Berkeley, CA.
SPONS. AGENCY- Rosenberg Foundation, San Francisco, Calif.
PUB DATE- 84
NOTE- 29p.
AVAILABLE FROM- Child Care Employee Project, P.O. Box 5603, Berkley, CA 94705 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advocacy; Agency Cooperation; *Child Caregivers; Cultural Awareness; Curriculum Guides; Day Care; Early Childhood Education; Higher Education; Learning Activities; Modeling (Psychology); Postsecondary Education; *Preschool Teachers; *Professional Development; Public Relations; Resource Materials; Social Change; Social Structure; *Teacher Education
IDENTIFIERS- *Professional Concerns

This curriculum guide is organized around six major concepts that students must understand to become effective advocates for children, families, and themselves. The concepts are (1) the process of social change; (2) the social and economic organization of society; (3) multi-cultural perspectives; (4) the value and image of child care; (5) the nature, economics, and organization of child care; and (6) child care's link with other social services. Each concept is further subdivided into resources and activities that have been usefully introduced into early childhood courses. The resources include articles, books, visual media, and organizations. Most of the activities are written for classroom use. However, almost all can be easily adapted for research reports or term papers, depending on the needs and skills of students. Also listed are secondary concepts and additional classes for which each resource and activity may be useful. The guide attempts to include materials and ideas that can be used for any of the "core" early childhood education curriculum courses: Child Growth and Development; Introduction to the Profession; Child, Family and Society; Supervision and Administration; Curriculum; and Field Experiences. Experience indicates that graduate as well as 2-year and 4-year students can benefit from this curriculum. (RH)

ED 255 353 RC 015 243

Plato, Kathleen C.

Program for Migrant Children's Education: A National Profile.

National Association of State Directors of Migrant Education.; Washington Office of the State Superintendent of Public Instruction, Olympia.

PUB DATE- Dec 84

NOTE- 56p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; Basic Skills; Elementary Secondary Education; Eligibility; *Enrollment; *Migrant Education; Migrant Health Services; Migration Patterns; Personnel; *Profiles; Program Descriptions; *Program Evaluation; *State Programs; Summer Programs; Supplementary Education; Tables (Data)

IDENTIFIERS- *EICA Chapter 1 Migrant Programs; Migrant Student Record Transfer System

To examine the diversity and productivity of the Educational Consolidation and Improvement Act (ECIA) Chapter 1 Migrant Education Program, three types of information were drawn from states' applications and end-of-year evaluation reports: state program descriptive data, student service data, and student impact data. The Migrant Student Record Transfer System (MSRTS) reports and statistical information from National Education Association profiles also were used. Data were collected from the 1981 fiscal year encompassing the 1980-1981 school year (September 1, 1980-December 31, 1981). Since in 1981 Rhode Island, New Hampshire, and Hawaii did not receive grant awards, data from these states were not obtained. In addition, several states were in the first year of program operation and state data collection systems were not formulated. A review of the activities indicated that extensive, supplementary educational services were rendered to migrant children via state migrant education programs. Data indicated that in fiscal 1981: 618,526 children and young adults were eligible for service and were registered on the MSRTS (duplicated count); 392,824 children were registered with a grade level designation; 225,752 migrant children were served in regular year reading programs in 38 states; 43,450 general health screenings were provided; and 35,307 migrant children received dental screenings. (NQA)

ED 255 367 SE 045 453

An Agenda for a Study of Government Science Policy. Report Prepared by the Task Force on Science Policy Transmitted to the Committee on Science and Technology, U.S. House of Representatives, Ninety-Eighth Congress, Second Session, Serial MM (December 1984).

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

PUB DATE- 85
NOTE- 67p.; Prepared by the Committee's Task Force on Science Policy.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Engineering Education; *Federal Aid; *Federal Programs; *Financial Support; *Government Role; Labor Force; Policy; *Policy Formation; Science Education; *Sciences; Scientific Research; Social Sciences
IDENTIFIERS- Congress 98th; *Science Policy

This report contains a proposed agenda for the comprehensive study of United States science policy which the Committee on Science and Technology expects to perform during the 99th Congress. The proposed agenda was developed by the committee's Task Force on Science Policy in response to the charge to focus on the issues of maintaining America's leadership in science in view of the changing environment facing the nation during coming decades. The proposed agenda is broad and raises questions about both the basic purposes of federal funding for scientific research and the specific practices of the governmental agencies for the expenditures of those funds. Topics included in the agenda are organized under 10 major subject categories (and subcategories, when applicable). These categories are: goals and objectives of national science policy; the institutional framework for the conduct and support of research; education and manpower (including the past, present, and future government role in science education); impact of the information age on science; role of the social and behavioral sciences; the regulatory environment for scientific research; funding levels; support of science by the mission agencies (including the Department of Defense); funding mechanisms; and the role of the congress in science policy making. (JN)

Decision Making/The Chesapeake Bay. An Interdisciplinary Environmental Education Curriculum Unit.

Maryland Univ., College Park. Science Teaching Center.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 80
NOTE- 226p.; A product of the Chesapeake Bay Environmental Education Project.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Decision Making; *Environmental Education; Estuaries; Interdisciplinary Approach; Intermediate Grades; *Learning Activities; Policy Formation; Public Policy; Science Education; Secondary Education; *Secondary School Science; *Social Studies; *Water Resources
IDENTIFIERS- *Chesapeake Bay; Environmental Management

This multidisciplinary, self-contained curriculum unit focuses on the management of the Chesapeake Bay, a threatened and complex environmental system. Major unit goals include identifying and analyzing conflicting interests, issues, and public policies concerning the Bay, and determining their effects on people and the environment. The unit includes a teacher's guide which provides a unit overview and the purpose, list of materials needed, and procedures for 12 activities. Also included are appendices, student materials, a data bank (which consists of topics related to the Bay's environmental setting and natural resources, and the various human uses and impacts). The appendices include: a cross reference to data bank topics and issues; script for a slide/tape presentation about the Bay; descriptions of 20 Bay-related environmental issues (such as commercial shipping, recreational boating, beach access, and shore erosion); history and purpose of environmental impact statements; and other materials. Although designed for high school science and social science courses (such as general/advanced biology, United States government, and environmental studies), the unit can be adapted with slight modification to meet the interests and needs of gifted and talented middle school students. In addition, citizen groups could readily use the materials to enhance their decision-making skills. (JN)

ED 255 395 SE 045 499

Jesunathadas, Joseph; Saunders, Walter L.
The Effect of Task Content upon Proportional Reasoning.
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; Cognitive Processes; Junior High Schools; *Knowledge Level; *Problem Solving; Science Education; *Secondary School Science
IDENTIFIERS- Science Education Research

A long-standing issue in cognitive psychology is the question of content effects upon problem-solving skills, that is, do students' problem-solving abilities generalize across specific subject matter domains? Although Piaget argued that formal reasoning strategies are independent of content, the well-known decalogs of Piaget can be interpreted as evidence that students' reasoning skills or problem-solving performance are influenced by the subject matter content of the problem. In addition, some researchers have suggested that one's familiarity (prior knowledge) with the subject matter domain influences one's level of problem-solving performance. Therefore, the effect of familiar and unfamiliar task content upon the proportional reasoning abilities of 76 ninth grade students was investigated. Students completed a 22-item test which included 12 word problems requiring proportional reasoning. These problems were constructed at three levels of difficulty, with each level containing two problems with "familiar naturalistic" content and two with "unfamiliar science textbook" content. Results show that students had greater success at solving problems with familiar than unfamiliar task content, especially for problems involving simple ratios (but not for problems involving difficult ratios). Therefore, it is recommended that teachers help students become familiar with content before they are required to solve problems involving proportional reasoning. (JN)

ED 255 016 EC 172 075

Lorsbach, Thomas C.; Gray, Jeffrey W.

The Relationship between Processing Rate and Memory Span in Learning Disabled Children.

PUB DATE- Apr 85

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Etiology; *Expressive Language; Grade 6; Intermediate Grades; *Learning Disabilities; Males; *Short Term Memory; *Time Factors (Learning)

The study attempted to further clarify the relationship between speed and memory span by directly examining whether slower identification of item information is the source of span difficulties in learning disabled (LD) children. Forty-eight sixth grade boys participated in the study, 24 LD and 24 non-LD. The method involved pretesting each subject to obtain mean naming latencies for each of 8 classes of stimuli. The experimental procedure then presented each S with two memory span tasks: one using stimuli that had produced comparable group naming latencies, and the other with a stimulus class that had produced significant group differences in naming speed. The results indicated that span performance varied directly with naming speed. Results were discussed within the working memory framework of A. Baddeley and G. Hitch (1974), and it was concluded that a causal relationship exists between item identification speed and memory span performance. (Author/CL)

ED 255 091 FL 015 021

Curriculum Guide for Spanish Language Arts, Elementary Level L. Field Test, Working Draft = Guia para la ensenanza de las artes del lenguaje espanol, nivel elemental intermedio L. Edicion experimental.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 80

NOTE- 187p.; For related documents, see FL 015 010-023.

LANGUAGE- Spanish

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Bilingual Education; Class Activities; *Classroom Techniques; Comprehension; Curriculum Guides; Elementary Education; Evaluation Criteria; Grade 6; *Language Arts; *Literature Appreciation; Native Language Instruction; *Reading Instruction; *Spanish; Student Evaluation; *Study Skills

The curriculum guide for teachers of Spanish language arts for native Spanish-speaking students in the Chicago public schools' bilingual education program is introduced by a section outlining the program and defining the areas to be emphasized in the program: word attack, comprehension skills, study skills, and literature appreciation. Sections follow for each of the areas of emphasis, containing specific behavioral objectives and skills, instructional strategies and class activities for them, evaluation criteria, and a place for teachers to note useful references. Some illustrations and a bibliography are provided. Except for a preface and introduction in English, the text is entirely in Spanish. (MSE)

ED 255 105 HE 018 023

Hood, Albert A.
Student Development: Does Participation Affect Growth?
Association of College Unions-International, Bloomington, IN.
PUB DATE- Dec 84
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; College Freshmen; College Seniors; *College Students; Developmental Stages; *Extracurricular Activities; Higher Education; Individual Development; Interpersonal Competence; Longitudinal Studies; Psychological Characteristics; *Student Development; *Student Participation; *Student Unions

Student development along three cognitive and three psychosocial dimensions was studied at the University of Iowa. Six instruments were administered to students during their freshman and senior years. Attention was directed to moral development, ego development, and conceptual level, as well as freeing interpersonal relationships, establishing identity, and developing purpose. Each of the three measures of cognitive development showed significant increases in the seniors' scores over their freshman scores. No consistent pattern of college experiences was found to be related to growth on the cognitive measures. For the interpersonal measures, scores showed students' developed increased tolerance and acceptance of differences among individuals and also increased their capacity for mature and intimate relationships, along with growth in confidence and sexual identity. Study results indicate that participation in various types of extracurricular activities such as those provided by college unions is related to growth in certain psychosocial areas of development. Intervention strategies that deal with students' psychosocial needs and increased emphasis on the cultural, recreational, and social development in college union programming are recommended. (SW)

ED 255 230 IR 051 077

Brown, Nancy; Cho, Yong-Ja
Periodical Use Study. Report No. 6.
Guelph Univ. (Ontario). Library.
PUB DATE- Jan 75
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; *Library Collection Development; Library Expenditures; Library Materials; Library Planning; Library Research; *Library Statistics; *Periodicals; Use Studies
IDENTIFIERS- Canada; *University of Guelph (Ontario)

Faced with growing problems in the management and direction of its periodical collection, in 1973 the McLaughlin Library at the University of Guelph established a Periodical Use Committee responsible for collecting and analyzing statistics on the use of periodicals within the library. Specific responsibilities of the committee included deciding how long a period should be surveyed, how often to survey within the period, what to survey, how to record the results, and how to train the staff. A survey period of 1 year was chosen and 61 days were surveyed during the period September 1973 to August 1974. Usage recorded on a survey day was confined to material picked up or returned to a division that day. Data recorded included which titles were used and how usage varied by date. The final periodical use report for the survey period is presented in this report. While the data presented in no way suggests total use of a particular periodical, it is valid for comparative purposes and may have implications for preparing or justifying future periodical budgets, or in making decisions about the development of the University of Guelph Library periodical collection. (THC)

ED 255 313 PS 015 034

Fosarelli, Patricia D.
Children Left Alone: Latchkey Problems--Future Research Questions and Interventions.
PUB DATE- Feb 85
NOTE- 11p.; Paper presented at the Annual Conference of the National Education Association (Washington, DC, February 22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *After School Programs; Birth Order; Childhood Attitudes; Children; *Employed Parents; Family Characteristics; Physical Health; *Predictor Variables; *Research Needs; *School Age Day Care; Self Concept
IDENTIFIERS- *Latchkey Children

A brief discussion of some myths associated with latchkey children is followed by a statement that an insufficient number of after-school care programs for children makes it likely that children will continue in self-care or sibling care. It is suggested that future research endeavors take the following parental/familial variables into account: family size and structure, socioeconomic status, educational level of parent(s), parental attitudes toward working mothers and children in self-care, and parental expectations of children in self-care. The study of factors related to the child should include examination of the child's ordinal position in the family; self-care versus sibling-care; child's age when first left alone; hours left alone per day; child's sense of self; child care arrangements during vacations, holidays, and illness; child's attitudes towards the parents' job; child's attitude toward self-care, and child's health, including nutritional status, illnesses, school absenteeism, and injuries. The paper ends with a discussion of the role of physicians and teachers in becoming aware of what their patients/students do after school, on holidays, during vacations, and while ill. (AS)

ED 255 326 PS 015 049

Hatch, J. Amos
Negotiating Status in a Kindergarten Peer Culture.
PUB DATE- Mar 85
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Egocentrism; Group Dynamics; Interaction Process Analysis; Intergroup Relations; Interviews; *Kindergarten Children; Naturalistic Observation; *Nonverbal Communication; Peer Evaluation; *Peer Relationship; Primary Education; Social Behavior; *Social Status; Socioeconomic Status; *Status Need; Urban Areas; *Verbal Communication

To provide a description of children's strategies for acquiring and protecting status in peer interactions, participant observation fieldwork was conducted in a classroom of 24 kindergarteners in a low socioeconomic status urban public school. During the period from January through May of 1983, 26 observational visits were made and 80 hours of child-to-child social behavior were recorded. Teachers, the school principal, the classroom aide, selected district staff, and parents were interviewed. Unobtrusive data (school and district reports, student records, and student- and teacher-produced artifacts) were also utilized. Spradley's Developmental Research Sequence Model was used to guide data collection and analysis procedures. Findings were reported in the form of an "analytic description." While dominating behavior was seen consistently in only a few children, almost all children used peer interactions to attempt to manipulate or control the actions of others. Ways to practice and respond to self-promotion and ways to put others down and defend against put-downs were noted. Contrary to the views of Piaget and Goffman, results indicated that children actively participate in the construction of social events, demonstrate an awareness that peer status is a product of social interaction, and use sophisticated interaction strategies to promote and protect their status. (CB)

Hansen, Thomas D.; McIntire, Walter G.
Rural Stress: Myths and Realities.
PUB DATE- 19 Feb 85
NOTE- 13p.; A draft of this paper was presented at the 9th National/2nd International Institute on Social Work in Rural Areas (Orono, ME, July 26-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delivery Systems; Rural Areas; *Rural Environment; *Rural Population; *Social Services; Social Workers; *Stress Management; *Stress Variables

A comparison between the common myths of "rural existence" and the documented realities of rural living explodes the myth that rural living is generally stress free, shows that life stress in rural settings can have deleterious effects on the function of individual and family, and provides a basis for exploring some implications of rural stress for the provision of social services. A simplistic definition of stress--the nonspecific response of the body to any demand--is useful for understanding the interactions between individuals or families and the environment. Although the rural lifestyle is often pictured as peaceful, slow, and free of stress, for many rural residents life is often characterized by harsh circumstances that threaten the very fabric of their existence. Rural residents experience: greater incidence, prevalence, and severity of malnutritution than their urban counterparts; the nation's highest rates of maternal and infant mortality; higher unemployment and underemployment rates; a greater increase in the divorce rate; and a greater incidence of poverty, substandard housing, and contaminated drinking water. There are three significant categories of rural stressors: economic and employment, community, and environmental. Only after caseworkers and agencies recognize and understand rural stressors and their attendant deleterious effects can appropriate intervention strategies and policies be addressed. (BRR)

ED 255 075 FL 014 972

Sauve, Deborah, Comp.
Guide to Microcomputer Courseware for Bilingual Education. Revised and Expanded.
InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Rosslyn, VA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
REPORT NO.- ISBN-0-89763-106-4
PUB DATE- 85
NOTE- 417p.
CONTRACT- 400-80-0040
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reference Materials Directories/Catalogs (132)
DESCRIPTORS- Bibliographies; Bilingual Education; *Bilingual Instructional Materials; *Computer Assisted Instruction; *Computer Managed Instruction; Computers; *Courseware; Difficulty Level; Intellectual Disciplines; Language Skills; *Microcomputers; Programing Languages; Teaching Methods

The guide to courseware for computer-assisted instruction and computer-managed instruction in bilingual education, English as a second language, and second language instruction contains entries from the National Clearinghouse for Bilingual Education's database and selected courseware for the related areas of special education, vocational education, and adult basic education. Each entry includes: (1) the name/title of the courseware program; (2) the producer's name, address, and telephone number; (3) computer hardware, memory/equipment requirements, software specifications, and courseware format; (4) the language; (5) the type of program or instructional technique; (6) the content area; (7) the grade or proficiency level; and (8) a brief abstract, with external evaluation if available. The courseware is also indexed alphabetically by title, content area, and language. (MSE)

ED 255 203 IR 011 575

Videotex and the Personal Computer.
Department of External Affairs, Ottawa (Ontario).
PUB DATE- May 84
NOTE- 47p.; For related documents, see IR 011 573-576. Color graphics may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Graphics; *Computer Software; *Display Systems; Foreign Countries; Information Networks; *Input Output Devices; *Microcomputers; Programing (Broadcast); Standards; *Videotex
IDENTIFIERS- *Canada; Telidon System

Some of the major trends in the merging of videotex and personal computer technology are outlined in this promotional brochure, one of 10 in a series on videotex, a system which uses standard transmission links to transmit information in text and graphics to a television set or computer monitor. Topics addressed include the NAPLPS standard (North American Presentation Level Protocol Syntax), known as Telidon in Canada; graphics capabilities; hardware components and computer software that can convert microcomputers into Telidon-NAPLPS terminals; and page creation applications. Specific software packages that give microcomputers Telidon-NAPLPS capacity are described, focusing on those of the following Canadian companies: Avcor, Cableshare, Formic, Microstar Software, Microtaure, Network Videotex Systems, Norpak, and Tayson. It is concluded that developments linking the personal computer with NAPLPS systems are proceeding at a dramatic pace. (LMM)

ED 255 259 JC 850 128

Farland, Ronnald W.
Remediation: Proposals for Board Policies and Actions.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Apr 85
NOTE- 19p.; Discussed as Agenda Item 2 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, April 18-19, 1985). For a related document, see ED 253 267.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; Definitions; *Developmental Studies Programs; *Educational Needs; Educational Policy; Noncredit Courses; Postsecondary Education; *Remedial Instruction; Remedial Programs; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

A staff analysis by the Office of the Chancellor of the California Community Colleges is provided of a report and recommendations from the Task Force on Academic Quality entitled, "Remediation in the California Community Colleges: Proposals for Board Policies and Actions." In part I, background material examines the origin of the Task Force report as a response to the recommendations made in "Promises to Keep: Remediation in California's Public Colleges and Universities." Part II presents a summary of the major proposals from the Task Force Report. Part III describes the extent of need for remediation among California adults. Part IV contains the staff recommendations to the Board, including proposals that the Board: (1) adopt as policy a uniform definition of remediation which would disallow the awarding for degree credit for remedial courses and result in modifications to the Course Classification System; and (2) give priority in matriculation funding to colleges agreeing to participate in a state evaluation of remedial instruction. Finally, part V discusses intersegmental issues in the provision of remediation including ways to improve high school preparation, interface with state universities, and delineate responsibility with adult schools. This section also includes the recommendation that the Board develop an initiative for a coherent public policy regarding the provision of remediation to meet the needs of skill-deficient adults in California. (Author/HB)

ED 255 032 FL 014 855

Bermudez, Andrea

Generating Public Awareness of Bilingual Education in the United States. Part I: Programmatic Variables.

PUB DATE- 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Bilingual Education Programs; College Bound Students; College Graduates; Educational Objectives; *Educational Policy; Ethnic Groups; Language of Instruction; National Surveys; Parent Attitudes; *Public Opinion; *Public Support; *Second Language Instruction; Teacher Attitudes; Teacher Education; *Teaching Methods

A study of public awareness of issues in bilingual education was conducted using a random sample of 336 college educated and college-bound adults from 23 states and the District of Columbia, Hawaii, Alaska, continental United States, the District of Columbia, Hawaii, Alaska, the Virgin Islands, and Puerto Rico. Subjects were mailed a 32-item questionnaire with established content validity and reliability. The instrument measures the individual's degree of awareness of sociolinguistic, methodological, psychological, and political issues affecting the implementation of bilingual education in this country. A five-point Likert scale was used to measure each response. Analysis of the data revealed that: (1) ethnic groups tend to respond only to their own basic needs and alienate themselves from issues involved in educational programs for all children, (2) professional groups involved in training and implementation functions of bilingual programs are neither articulate nor knowledgeable about bilingual education principles and practice, (3) educated individuals in the United States are generally monolingual, and (4) parents' awareness of bilingual methodology must be improved in order to involve them in the educational process. It is concluded that in order to avoid developing a value system in the schools that excludes minority participation, advocates, teachers, parents, and administrators must become more knowledgeable about teaching methodology in the various programs offered in the public school systems. (MSE)

ED 255 046 FL 014 930

Kessler, Carolyn

Language Acquisition Processes in Bilingual Children. Bilingual Education Paper Series, Vol. 7, No. 6.

California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

PUB DATE- Jan 84

NOTE- 47p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Bilingualism; Communicative Competence (Languages); Developmental Stages; Educational Environment; Elementary Education; Infants; *Language Acquisition; Language Attitudes; Language Research; *Learning Processes; Literature Reviews; Preschool Children; *Second Language Learning; *Young Children

A literature review and discussion of the language acquisition processes of young children looks at three types of child bilingualism: (1) simultaneous bilingualism in very young children, (2) sequential bilingualism in preschool children, and (3) sequential bilingualism in school-age children below the age of puberty. First, a theoretical framework for bilingual language acquisition is outlined, looking at the nature of communication, aspects of communicative competence (grammatical, sociolinguistic, discourse, and strategic) in the context of bilingualism, and language environment. Relationships between first and second language acquisition processes are then examined. A section focusing on simultaneous bilingualism in very young children looks at research on input characteristics and effects, language attitudes, two stages of language system development (single and differentiated), aspects of communicative competence, and the awareness of two languages. A section on sequential bilingualism in preschool children outlines research on developmental stages and aspects of communicative competence. A section on sequential bilingualism in school-age children reviews research on language environment and second language proficiency in school contexts. A bibliography is included. (MSE)

ED 255 060 FL 014 946

Kashuba, Irma Mercedes
L'emploi du conte dans la Civilisation Francaise = The Short Story as a Tool in French Civilization Courses.
PUB DATE- 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Northeast Conference on the Teaching of Foreign Languages (New York, NY, April 25-28, 1985).
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cultural Education; Eighteenth Century Literature; *French; *French Literature; Higher Education; History Instruction; Instructional Materials; Nineteenth Century Literature; *Reading Materials; *Second Language Instruction; *Short Stories; Twentieth Century Literature

Although it is rare to see French literature in the French civilization syllabus, it is relatively easy to incorporate short stories into the course which allow for quick reading and discussion. It is best to choose the best writers, who communicate the spirit of the time in which they wrote, from the point of view of the artist rather than the historian, and it is also important to consider the range of possibilities that the readings offer. When presented in an appropriate sequence, the stories can illustrate the movement of time and the changes in society. Voltaire's "Zadig" criticizes religion and government, and satirizes traditional science, and his later "Candide" also illustrates the history and the spirit of the century, as did the work of Diderot and Montesquieu. The French Revolution inspired some authors, such as Bernanos, Balzac, and others, but only years after it occurred. Governmental changes and the Franco-Prussian War inspired Daumier, de Maupassant, and Daudet. Later in the nineteenth century, writers such as Zola and France addressed social questions, and others such as Proust and Gide became introspective and psychologically-oriented. The era of existentialism soon followed with Camus, Sartre, and Vercors. Quotations from the works themselves often reflect best the reality of the times, sometimes more faithfully than the historian can. (MSE)

ED 255 092 FL 015 022

Curriculum Guide for Spanish Language Arts, Elementary Level M. Field Test, Working Draft = Guia para la ensenanza de las artes del lenguaje espanol, nivel elemental adelantado M. Edicion experimental.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 79

NOTE- 118p.; For related documents, see FL 015 010-023.

LANGUAGE- Spanish

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Bilingual Education; Class Activities; *Classroom Techniques; Comprehension; Curriculum Guides; Evaluation Criteria; Grade 7; *Language Arts; *Literature Appreciation; Native Language Instruction; *Reading Instruction; Secondary Education; *Spanish; Student Evaluation; *Study Skills

The curriculum guide for teachers of Spanish language arts for native Spanish-speaking students in the Chicago public schools' bilingual education program is introduced by a section outlining the program and defining the areas to be emphasized in the program: word attack, comprehension skills, study skills, and literature appreciation. Sections follow for each of the areas of emphasis, containing specific behavioral objectives and skills, instructional strategies and class activities for them, evaluation criteria, and a place for teachers to note useful references. Some illustrations and a bibliography are provided. Except for a preface and introduction in English, the text is entirely in Spanish. (MSE)

ED 255 106 HE 018 033

Astin, Alexander W.; And Others
The American Freshman: National Norms for Fall 1984.
American Council on Education, Washington, D.C.; California Univ., Los Angeles. Graduate School of Education
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 84
NOTE- 193p.; Some tables contain small print.
CONTRACT- 300-84-0163
AVAILABLE FROM- Cooperative Institutional Research Program, Higher Education Research Institute, Graduate School of Education, University of California, Los Angeles, CA 90024 ($8.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Church Related Colleges; *College Freshmen; Comparative Analysis; Computer Literacy; Females; Full Time Students; Grade Point Average; Higher Education; Males; *National Norms; National Surveys; Occupational Aspiration; Political Attitudes; Private Colleges; Questionnaires; Research Methodology; Social Attitudes; State Colleges; *Student Attitudes; *Student Characteristics; Student Financial Aid; Two Year Colleges; Values
IDENTIFIERS- *Cooperative Institutional Research Program

National normative data on characteristics of students entering college as first-time, full-time freshmen are presented, based on the results of the fall 1984 Cooperative Research Program survey. The data are weighted to represent the population of freshmen. Extensive statistical data are reported separately for women and men, and for 37 institutional groupings, based on the school's enrollment size, degree of selectivity, control (public, private-nonsectarian, Roman Catholic, and Protestant), religious affiliation, and racial composition. The survey results revealed several continuing trends in student attitudes on political and social issues. Student values continue to show increasing materialism that is also reflected in preferences for careers in the professions, engineering, and business. The data also show declining student participation in government aid programs. High school grade inflation declined, and further evidence was found of the growing role of computers in education. Included are: a narrative summary of the results, information on the research methodology, the 1984 Student Information Form, a specification of region categories and the coding scheme, a list of participating institutions, and a sample freshman survey report provided to a participating institution. (SW)

ED 255 120 HE 018 172

Cross, Dolores E.
Alternative Sources of Student Financing.
PUB DATE- 16 Oct 84
NOTE- 10p.; Paper presented at the Annual Meeting of the Association of Independent Colleges and Schools (Maui, HI, October 14-17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; College Students; Economically Disadvantaged; Females; Higher Education; Innovation; *Low Income Groups; *Minority Groups; *Nontraditional Students; Part Time Students; Public Policy; *School Business Relationship; Self Supporting Students; *Student Financial Aid; Student Problems; *Training Allowances

Financial barriers to college attendance that affect women, minorities, low-income, and other nontraditional students are identified, along with alternative sources of student financial aid. Research has suggested that financially-independent students are most vulnerable to fluctuations in aid, and tend to have low incomes, be minority members or women, and have dependents. Women and minority students have special problems, especially in obtaining child care. Since some government agencies have ruled that student financial aid constitutes income, public assistance for low-income students may be reduced. To alert students to economic realities, new linkages with educational, community, and labor organizations should be explored. Aid for part-time students is needed, along with flexible learning opportunities and counseling, including money management. Business should consider targeting more of its educational assistance toward lower-level employees, who are often minorities and others who need career upgrading through coursework. Another way to provide financing for education is through partnerships with business, especially in the areas of workforce training and technological innovation. (SW)

ED 255 147 HE 018 202

Owings, Maria; Hill, Susan
Participants in Postsecondary Education: October 1982. Special Report.
National Center for Educational Statistics (ED), Washington, D.C.
REPORT NO.- NCES-84-309
PUB DATE- Nov 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Certification; College Attendance; *College Students; Continuing Education; *Credit Courses; Degrees (Academic); Educational Certificates; *Enrollment Trends; Lifelong Learning; National Surveys; *Noncredit Courses; *Postsecondary Education; *Professional Continuing Education; Questionnaires; Staff Development; *Student Characteristics

The characteristics of 18.2 million persons who participated in postsecondary education activities are described, based on the results of the Bureau of the Census' October 1982 Current Population Survey. Included are: participation rates of population groups and an unduplicated count of postsecondary students; a breakdown of students by type of goal of their education; and a description of the social and labor force characteristics of persons participating in each segment. The goals or objectives of students' education are classified as: (1) an academic degree; (2) a vocational degree, certificate, license, or other credential; and (3) continuing education courses taken for personal/job development, or for social or recreational reasons. For academic, vocational, and continuing education students, the following characteristics are reported: sex, race, age group, marital status, labor force status, and region. Appendices include the survey form; information on the source of the data and reliability of sample estimates, standard error tables; statistical tables; and definitions of students pursuing different types of educational goals as well as a breakdown of participation rates for specific groups of students (e.g., persons taking courses to obtain or renew an occupational license). (SW)

ED 255 161 HE 018 217

Miller, Scott E.

Rewarding Merit: Assessing the Role of Federal Student Aid

American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.

SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 85
NOTE- 16p.; For related documents, see HE 018 215-216.
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, Washington, DC 20036-1193 (limited supply, free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *College Students; *Federal Aid; Government Role; Higher Education; Policy Formation; Position Papers; Private Financial Support; *Public Policy; Recognition (Achievement); *Scholarship Funds; *Student Financial Aid
IDENTIFIERS- College Costs; Loan Forgiveness; *Merit Scholarships

Ideas for federal student aid programs that are based on merit or academic achievement are discussed, along with the relationship of this approach to other federal student aid programs. Attention is focused on rewarding merit to the undergraduate student. Recent proposals have been introduced in Congress to promote academic excellence and to encourage students to pursue studies in technological fields and teaching. Most of the plans would establish special grant programs for these students or make them eligible for loan forgiveness. Awarding and honoring excellence largely has been the province of private organizations and postsecondary institutions; the federal government has played only a minor role in rewarding academic achievement. It is suggested that the federal government may not be the most appropriate source of merit awards. Problems could arise over the use of subjective eligibility criteria for federal merit aid, and conflict could result over the dollars devoted to merit aid not based on need. In some senses, the private sector has an advantage over the federal government in meeting shortages or other special needs. In addition, there is no clear evidence that government or private efforts to reward excellence or prompt students to pursue certain vocations have been highly effective. (SW)

ED 255 174 IR 011 543

Wozny, Lucy
The Spreadsheet in an Educational Setting. Microcomputing Working Paper Series F 84-4.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-F-84-4
PUB DATE- Oct 84
NOTE- 25p.; For related documents, see IR 011 540-544.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, 32nd and Chestnut Streets, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Computation; *Computer Software; *Databases; Decision Making; Higher Education; Material Development; *Mathematical Applications; *Microcomputers; Program Descriptions
IDENTIFIERS- Apple Macintosh; Drexel University PA; *Spreadsheets

This overview of a specific spreadsheet, Microsoft's Multiplan for the Apple Macintosh microcomputer, emphasizes specific features that are important to the academic community, including the mathematical functions of algebra, trigonometry, and statistical analysis. Additional features are summarized, including data formats for both numerical and textual data, and instructions on how to use a simple spreadsheet are provided. The following examples of spreadsheets are described and illustrated with figures: (1) Grade Tally, for computing grades; (2) Production Decisions, a decision analysis tool which compares the costs of four different methods of making the same quantity of a product to determine the least costly method; (3) Nutritional Analysis, a database of foods and their nutritional value; (4) Chemical Equilibrium Calculations, three spreadsheets that use Multiplan to perform calculations on the properties of solutions of weak acids and bases, including buffer solutions; (5) Least Squares Analysis, or linear regression, a statistical tool to judge how observed pairs of data best fit a straight line; and (6) Production Possibility Curve, which students create as a homework assignment. (LMM)

ED 255 188 IR 011 558

Hearing on Computer Education. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, Second Session, on H.R. 3750, H.R. 1134, and H.R. 4628.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 84
NOTE- 134p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computers; *Courseware; *Federal Legislation; *Federal Programs; *Financial Support; Hearings; Information Centers; *Public Agencies; Purchasing; Teacher Centers
IDENTIFIERS- Computer Uses in Education; Congress 98th

This hearing report covers three bills: (1) H.R. 3750, which would authorize grants to local educational agencies to purchase computer equipment; (2) H.R. 1134, which would provide funds to establish and operate model centers for computers in education; and (3) H.R. 4628, which would establish a government corporation to promote the development and distribution of high quality educational software. Following the text of the three bills, statements and testimony are included from the following individuals: Judy Anderson, East Consolidated School District, St. Paul, Minnesota, accompanied by Robert Pope, student, East Consolidated Elementary; Dorothy K. Deringer, Atari Learning Systems; Representative Thomas J. Downey (New York); Representative Albert Gore, Jr. (Tennessee), accompanied by Chancellor Joe B. Wyatt, Vanderbilt University; Senator Frank R. Lautenberg (New Jersey); Marc Tucker, Project on Information Technology and Education; Representative Timothy E. Wirth (Colorado). Prepared statments, letters, and supplemental materials are also included from Judy Anderson; the Association of American Publishers; Lewis M. Branscomb, International Business Machines Corp.; Dorothy K. Deringer; Thomas J. Downey; Albert Gore, Jr.; Edward P. Keller, National Association of Elementary School Principals; Ray Kline, General Services Administration; Frank R. Lautenberg; Representative Carl D. Perkins (Kentucky); Robert Pope; Marc S. Tucker; Representative Jim Weaver (Oregon); Timothy E. Wirth; and Joe B. Wyatt. (LMM)

ED 255 219 IR 051 066

Kaufman, Paula; And Others
Columbia University Public Services Study Report. Public Services in Research Libraries: A Self-Study. Final Report. One of a Series of Self-Studies and Research Projects.
Association of Research Libraries, Washington, D.C. Office of Management Studies.; Columbia Univ., New York, N.Y. The Libraries.

SPONS. AGENCY- General Electric Foundation, Ossining, N.Y.
PUB DATE- 84
NOTE- 86p.; For related documents, see IR 051 066-074.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($15.00 per copy, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Administration; *Library Automation; Library Collection Development; Library Cooperation; Library Facilities; *Library Planning; Library Research; Library Services; Position Papers; Research Libraries; *Self Evaluation (Groups); *Staff Development; User Satisfaction (Information)
IDENTIFIERS- *Columbia University NY

This self-study was initiated at the Columbia University Libraries (CUL) to establish the foundations and appropriate mechanisms for the future planning, development, and implementation of public services at CUL. Following completion of an inventory and an interim report, which include background data on CUL, Columbia University, research libraries, and professional trends, five task forces were established to study the following concerns: (1) articulating public services; (2) evaluating the impact on services of CUL's participation in cooperative arrangements; (3) technology and public services; (4) the effect of interdepartmental relationships on services; and (5) the university library user community. An introduction, executive summary, and discussion of the study background and methodology are followed by reports and recommendations of each task force. Based on the planning assumptions enumerated in this report, the study team's major findings and recommendations are organized as follows: Planning; Reference and Other Public Services; Communications; Staff Training and Development; Collection Development and Management; and Physical Facilities and Space Planning. A consolidated list of recommendations concludes this final report. Task force members and charges, an index to information gathered during the study, and a glossary of acronyms are appended. (THC)

ED 255 231 IR 051 078

Daehn, Ralph M.
A Regional System for Maps. Report No. 4.
Guelph Univ. (Ontario). Library.
PUB DATE- 74
NOTE- 116p.; Prepared for the Advisory Systems Committee of the Ontario Universities' Library Cooperative System.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *Cataloging; Classification; Comparative Analysis; Foreign Countries; Higher Education; *Library Collections; *Library Cooperation; Library Networks; Library Research; *Maps; *Regional Programs
IDENTIFIERS- *University of Guelph (Ontario)

Prepared at the request of the Advisory Systems Committee of the Ontario Universities' Library Cooperative System, this report presents the results of study of the feasibility of a bilingual regional system for maps, or alternatively, the possibility of adapting the Guelph system to CARTESS. The report is presented in three sections: (1) a description of CARTESS (a system which allows the production of printed indexes of cartographic documents grouped in alphabetical order by names of areas and subjects, by scale, and by date) and the Guelph system; (2) analysis of both systems with emphasis on the formats utilized in each, and a comparison of both formats to Canadian MARC and LC MARC (Maps); and (3) recommendations concerning the development of a regional system for maps. Recommendations include: one regional system should be created for Quebec map collections and another regional system for Ontario map collections; the regional system should include shared cataloging among participating libraries; a format should be developed for use by both regional systems; a classification for area and subject should be chosen and should appear for every record; and development stages should be handled by task forces, and include participants from both the Quebec and Ontario regional projects. (THC)

ED 255 245 JC 850 084

McCabe, Robert H.
Evaluating A Community College Transfer Program: A Proposal.
PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; *Evaluation Criteria; Evaluation Methods; *Program Evaluation; *Transfer Programs; Two Year Colleges

Recent concern about academic quality and costs has resulted in growing criticism of the transfer function of the community college. This criticism has arisen, in part, from the evaluations of university-based researchers who have argued that a very small percentage of community college students succeed in transferring to four-year institutions and who have concluded from the low success rates that transfer programs are ineffective. This approach ignores the many and varied reasons for student attendance at community colleges and the fact that many community college students have no wish to obtain a degree. If the community colleges are to project effectively the role they perform in transfer and other areas, they should ensure that graduates reach a level of attainment comparable to the first two years at a four-year college, and that their credits are considered academic currency and are granted only for substantial achievement. Two-year colleges should also develop a realistic process for evaluating the transfer function that would exclude from computation those students who do not intend to complete an associate degree program. A division of the total credits taken annually by degree-seeking students by the mean credits needed per student to earn an associate degree produces a theoretical indication of a perfect result in terms of the number of degrees awarded annually. Taking this figure and dividing it by the number of associate degrees actually awarded produces an associate degree success ratio. By dividing associate degree graduates into two groups--those receiving occupational degrees and those receiving transfer degrees--then computing the number of documented transfer students as a percentage of the number receiving a transfer degree, a transfer ratio is developed. This approach would present more favorable and realistic indications of the success of transfer programs, while other studies could assess the benefits received by non-degree-seeking students. (HB)

ED 255 273 JC 850 142

Fadale, LaVerna M.; Winter, Gene M.

Assessment of Effectiveness: Developmental Programs in Postsecondary Occupational Education. Phase I .

State Univ. of New York, Albany. Two Year Coll. Development Center.

SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- Sep 83
NOTE- 87p.; For related documents, see JC 850 143-144.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Educational Diagnosis; Evaluation Criteria; *Program Effectiveness; Program Evaluation; Questionnaires; *Remedial Instruction; State Surveys; *Student Personnel Services; Two Year Colleges; *Vocational Education
IDENTIFIERS- *New York

A study of developmental programs in two-year college occupational education in New York State was conducted: to determine the use of program success criteria other than enrollment numbers and access; to identify policies, plans, or strategies specifically addressing program quality and course effectiveness; to determine whether levels of student deficiency were addressed; and to assess the availability of data to evaluate program effectiveness. The study involved: on-site visitations, telephone consultations, and surveys to collect in-depth data about developmental/remedial programs at selected colleges; and a survey of all two-year colleges in the state offering occupational programs. A total of 48 colleges responded to the survey or participated as sites for the project. Study findings included the following: (1) remedial/developmental instruction was most commonly delivered through formal courses; (2) most colleges established entrance and exit criteria, with a majority using placement testing to determine deficiency levels; (3) tutoring, counseling, targeted advisement, learning centers, and designated transitional courses were the most common forms of instructional support; (4) faculty members were often based in academic departments, though some were specified for developmental programs; and (5) program costs were contingent upon rank of the instructors, scope of the program, resources available, and degree of student deficiencies. (LAL)

ED 255 287 PS 014 757

Juvenile Justice, Runaway Youth, and Missing Children's Act Amendments of 1984. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 4971 to Amend the Juvenile Justice and Delinquency Prevention Act of 1974 to Authorize Appropriations for Fiscal Years 1985 through 1989, and for Other Purposes.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Mar 84

NOTE- 722p.; Contains many pages of small, broken type which are marginally legible.

LANGUAGE- English

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; Advisory Committees; Advocacy; Children; Corporal Punishment; Correctional Institutions; Crime; Crowding; *Delinquency; *Delinquency Prevention; Experimental Groups; Facilities; *Federal Legislation; Financial Support; Hearings; *Justice; Learning Disabilities; Program Descriptions; Program Implementation; Public Policy; Reliability; Runaways; Suicide; Validity

IDENTIFIERS- *Amendments; Congress 98th; Deinstitutionalization (Of Delinquents); Firearms; Florida; Illinois; *Juvenile Justice; Juvenile Justice Delinquency Prevention Act 1974; Juvenile Justice Delinquency Prevention Office; Missing Persons; New York (New York); Profit Making Programs; Program Monitoring; Runaway and Homeless Youth Act 1974; Status Offenders

Provided in this document are the text of H.R. 4971, a record of testimony offered in a congressional hearing, and a wide variety of supplemental materials. H.R. 4971 is a bill to amend the Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974 to authorize appropriations for fiscal years 1985 through 1989 and for other purposes. Numerous issues relating to the bill are discussed, including (1) juvenile crime; (2) allocation of funds; (3) missing children; (4) runaways; (5) deinstitutionalization of status offenders; (6) reliability and validity of program monitoring reports; (7) prohibition of experimentation on juveniles; (8) activities of the JJDP office; (9) use of for-profit organizations to provide services; and (10) delinquency prevention. Numerous appended materials include descriptions of state juvenile justice programs; a policy statement of an advocacy organization; and brief discussions of legal issues, related statistics, youth advocacy grant audits, and the establishment of the National Advisory Committee for JJDP. Also provided in the appended materials are the Department of Health and Human Service's annual report to the Congress for fiscal year 1982 on the status and accomplishments of centers funded under the Runaway and Homeless Youth (RHY) Act; the General Accounting Office's review of the RHY program; the seventh annual report of the National Advisory Committee for JJDP; advance reports on the 1979 censuses of private and public juvenile facilities; a study investigating the link between learning disabilities and juvenile delinquency; a paper on the removal of juveniles from adult jails in Illinois; an issue brief on federal efforts concerning runaway youth; a paper on runaway and homeless youth in New York City; an article about the effects of crowding on program implementation in juvenile services in Florida; a research note on physical punishment and delinquency; an article focusing on trends in serious juvenile crime; and articles on rethinking juvenile justice policy, private prisons, and firearms and suicide in the United States. (RH)

ED 255 368 SE 045 457

Crawley, Frank E.; Trout, John S.

Attitude and Achievement in Ninth Grade Physical Science of Low Need Level Students: A Reexamination of the Matching Hypothesis.

PUB DATE- 85
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985). Document will not reproduce clearly due to light print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Aptitude Treatment Interaction; *Cognitive Style; Grade 9; Junior High Schools; *Locus of Control; Personality Traits; Physical Sciences; *Psychological Needs; Science Education; Science Instruction; *Secondary School Science; *Student Attitudes
IDENTIFIERS- Science Education Research

In a previous study, the benefits of matching instruction with students' needs were examined. Three personality variables were used for the purpose of matching: Maslowian need level; locus of control; and cognitive style. This study used the ninth-grade physical science students (N=301) participating in the previous study to (1) examine differences in the cognitive and affective entry characteristics of students expressing different Maslowian needs and (2) to determine the effects of teaching a 3-week unit of instruction using a strategy designed to meet the locus of control and cognitive style needs of students whose physiological and safety needs had not been accommodated. Results show: significant differences in the cognitive and affective entry characteristics of students of differing need levels; students differed in their attitudes toward science in general and their prior knowledge of physical science; and matching was not beneficial for students primarily concerned with fullfillment of low needs. In addition, differences in achievement (not attitude) were found to be dependent upon the extent of matching. These and other results are discussed in terms of the matching model of instruction and the desire to design instruction to accommodate the diversity of student needs in secondary school physical science courses. (Author/JN)

ED 255 382 SE 045 478

Teacher's Guide to Aviation Education Resources. Including: Career Information, Audiovisuals, Publications, Periodicals.

Federal Aviation Administration (DOT), Washington, DC. Office of Public Affairs.

REPORT NO.- APA-5-149-85

PUB DATE- Feb 85

NOTE- 39p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Aerospace Education; *Audiovisual Aids; *Career Awareness; Elementary School Science; Elementary Secondary Education; Instructional Materials; Meteorology; *Periodicals; *Publications; Resource Materials; Science Careers; *Science Education; Secondary School Science; Teaching Guides

IDENTIFIERS- Aviation; *Aviation Education

Currently available aviation education resource materials are listed alphabetically by title under four headings: (1) career information; (2) audiovisual materials; (3) publications; and (4) periodicals. Each entry includes: title; format (16mm film, slides, slide/tape presentation, VHS/Beta videotape, book, booklet, newsletter, pamphlet, poster, chart, photograph, or magazine); class (career information, audiovisual aid, periodical, or publication); educational level (elementary, secondary, elementary/secondary, or teacher only); description; supplementary data (such as materials available for purchase only, running time for films, and the number of pages for publications); source; position of the contact person within the organization where service will be provided when ordering or inquiring about a listed item; and the source's mailing address and telephone number. (JN)

ED 255 396 SO 015 909

A Resource Guide to Assist Lawyers and Law Students for Participation in Kindergarten through Eighth Grade Law-Related Classrooms.

Phi Alpha Delta Law Fraternity International, Washington, DC.

SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- Feb 81
NOTE- 86p.; For related resource guides, see SO 015 910-911. Photographs may not reproduce clearly.
GRANT- 79-JN-AX-0011
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Community Resources; Consumer Education; Elementary Education; Exceptional Persons; Gifted; *Human Resources; Information Sources; Junior High Schools; Learning Activities; *Legal Education; Lesson Plans
IDENTIFIERS- *Law Related Education

This guide provides lesson plans for lawyers and law students who serve as resource persons for law-related subjects in grades K-8. The first part of the guide provides an introduction, an explanation of lesson plan format, suggestions to help lawyers and law students work effectively with teachers, and helpful hints for working with students in grades K-3. The second part of the guide presents lesson plans for each grade level: "Classroom Rules" (Kindergarten), "Laws" (Grade 1), "Consumer Rights and Responsibilities--I" (Grade 2), "Legal Authority" (Grade 3), "Due Process" (Grade 4), "Consumer Rights and Responsibilities--II" (Grade 5), "Lawmaking" (Grade 6), and "Juvenile Court Proceedings" (Grades 7 and 8). Each lesson plan includes information on lesson objectives and student grade level, pre-visit activities for the cooperating teacher, activity-oriented classroom plans for the lawyer or law student, and follow-up activities to help teachers reinforce student learning. The final section of the guide presents helpful hints for working with classes of exceptional students, especially educable mentally retarded students, orthopedically handicapped students, hearing-impaired students, and gifted students. An appendix listing resources for teachers, lawyers, and law students concludes the document. (LH)

ED 255 017 EC 172 076

Osguthorpe, Russell T.; And Others
Reverse-Role Tutoring: The Effects of Handicapped Students Tutoring Regular Class Students.
Brigham Young Univ., Provo, UT. David O. McKay Inst. of Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Parts of the document have light and broken print. For a related document, see EC 172 077.
GRANT- G008300007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cross Age Teaching; Elementary Education; Interpersonal Competence; *Learning Disabilities; Mental Retardation; *Peer Acceptance; *Reading Instruction; Self Esteem; *Tutoring
IDENTIFIERS- *Reverse Role Tutoring

Two studies investigated effects of programs in which handicapped students tutored regular class students. In study 1, 39 fourth to sixth grade learning and behaviorally handicapped students tutored regular class first graders in reading. In study 2, 17 intellectually handicapped students tutored regular class peers in sign language. Comparing tutors' performance with that of other handicapped students in appropriate comparison groups, results showed that tutors scored higher on reading achievement (study 1) and experienced more social acceptance (study 2) than students who did not tutor. While measures of general self-esteem were similar for both tutors and nontutors, tutors in study 1 scored higher on specific subscales assessing their perception of ability in reading/spelling and general academic ability. Results suggested that handicapped students would make more academic and personal/social progress if they were to spend some regularly scheduled time tutoring other students from the regular classroom. (CL)

ED 255 134 HE 018 189

College and University Racial/Ethnic Distribution of Degrees Conferred, New York State 1982-1983.

New York State Education Dept., Albany. Information Center on Education.

PUB DATE- 84

NOTE- 37p.

AVAILABLE FROM- University of the State of New York, State Education Department, Information Center on Education, Albany, NY 12234.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Associate Degrees; Bachelors Degrees; Blacks; *College Graduates; *Degrees (Academic); Doctoral Degrees; *Ethnic Distribution; Females; Higher Education; Hispanic Americans; *Majors (Students); Males; Masters Degrees; *Minority Groups; Pacific Americans; Professional Education; *Racial Distribution; State Surveys

IDENTIFIERS- *New York

Data on degrees awarded in public and private colleges and universities in New York State for 1982-1983 are presented with attention to the race/ethnicity and sex of recipients, level of degree, and sector of the institution. Degrees conferred by 20 subject areas, racial/ethnic category, and sex of student are also reported separately. The number and percent of recipients of the following degrees are specified: associate, bachelor's, master's, doctoral, and first-professional. The following sectors are represented: public, public Regents college degrees, State University of New York, City University of New York, private, and proprietary. The racial/ethnic categories are: nonresident alien, Black, non-Hispanic; Hispanic, and other minorities (American Indian or Alaskan Native, and Asian or Pacific Islander). (SW)

ED 255 204 IR 011 576

Videotex--A Thousand and One Applications. Videotex in General.
Department of External Affairs, Ottawa (Ontario).
PUB DATE- 83
NOTE- 53p.; For related documents, see IR 011 573-575. Color graphics may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiovisual Aids; *Computer Graphics; Databases; *Display Systems; Foreign Countries; *Information Networks; *Information Sources; Input Output Devices; Microcomputers; Program Descriptions
IDENTIFIERS- *Canada; Telidon System

This promotional brochure, one of 10 in a series on videotex, explains applications of videotex and the North American Presentation Level Protocol Syntax (NAPLPS) standard system (known as Telidon in Canada) for creating, storing, and transmitting text and color graphics information on a television screen or computer terminal. The specific projects that are described include Canadian applications of videotex to advertise products and services, provide shop-at-home and bank-at-home services, provide pilots with up-to-date weather information, administer driver training tests, keep farmers updated on commodities, give stock reports, create trade show displays, transmit medical information, store a music industry database, inform communities about bus schedules, provide training and educational programs, deliver electronic classified ads, and play games. For each project, a contact name and address is included for additional information. (LMM)

ED 255 300 PS 015 002

Love, Lynne
Establishing a Child Care Substitute Caregiver System.
PUB DATE- 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Caregivers; *Day Care; Early Childhood Education; Personnel Selection; *Program Administration; *Program Development; Recruitment; *Substitute Teachers; Training

Substitute caregivers are needed by day care centers in every state. Indeed, some areas are experiencing severe shortages of applicants for child care positions and short-term substitute work. This article describes problems encountered in current substitute caregiver systems and suggests ways of dealing with such problems. Specifically discussed are recruitment procedures, screening methods, training programs for substitutes, and the overall administration of a substitute caregiver system. Listed are procedures identified by the Child Care Employee Project in Berkeley, California, that help programs keep substitutes. Subsequent discussion focuses on issues addressed by resource and referral services developing new substitute teacher systems and improving existing systems. Concluding remarks emphasize the importance of continuous recruitment efforts and regular dissemination of updated substitute lists to child care personnel. (RH)

ED 255 314 PS 015 035

Luftig, Richard L.

The Reality of Children's Loneliness: The Relationship between Feelings of Isolation, Peer Popularity and Behavioral Attributes.

PUB DATE- Mar 85

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; Classroom Research; Elementary Education; *Elementary School Students; Emotional Response; Grade 2; Grade 4; Grade 6; Group Dynamics; *Loneliness; Peer Relationship; Questionnaires; Rating Scales; Rural Areas; *Self Concept; Sex Differences; *Social Characteristics; *Social Isolation; *Social Status

IDENTIFIERS- *Developmental Patterns; Popularity

Evidence suggests that a significant proportion of school children consider themselves lonely and isolated from peers. However, less data exists as to (1) the accuracy of children's perceived loneliness when compared with their reported popularity with peers; (2) specific behavioral attributes that might contribute to popularity; and (3) stability of popularity over a variety of school-related social situations. The present experiment measured the perceived loneliness, behavioral attributes, and actual popularity of 364 boys and girls in grades 2, 4, and 6. Students were recruited from two rural/suburban, middle class and racially mixed school districts in the Midwest. Materials consisted of a loneliness scale, in which students indicated the veracity of positive and negative statements as applied to themselves, and a sociometric peer-nominating form in which students nominated three classmates for each of 14 attributes. Children were tested in class groups in their regular classrooms. Developmental differences were found for both popularity and perceived loneliness. Both developmental and gender differences were found for the importance of such variables as sense of humor, moodiness/sadness, creativity, and athletic and academic ability. Popularity was more stable over social situations (i.e., classroom projects and athletic activities) for girls than for boys. Results were discussed in light of a theory of social metacognition. (Author/CB)

ED 255 327 PS 015 050

Health Care Costs and Their Effects on the Economy. Hearings before the Joint Economic Committee. Congress of the United States, Ninety-Eighth Congress, Second Session (April 12 and August 29, 1984).

Joint Economic Committee, Washington, D.C.

REPORT NO.- S-Hrg-98-1193

PUB DATE- 84

NOTE- 280p.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Business; Cooperation; *Costs; Economically Disadvantaged; *Economics; Farmers; Federal Government; *Federal Legislation; Financial Support; *Government Role; Health Insurance; Health Programs; Hearings; Home Visits; Hospitals; Local Government; Medical Care Evaluation; *Medical Services; Nurses; Nursing Homes; Older Adults; Physicians; Prevention; Rural Areas; State Government; Tax Deductions; Urban Areas

IDENTIFIERS- *Congress 98th; Health Maintenance Organizations; *Iowa (Cedar Rapids); Medicaid; Medicare

The first of two hearings on the topic of health care costs, their effects on the economy, and ways to curb costs was held in Washington, D.C. Testimony was heard from representatives of Chrysler Corporation, Ford Motor Company, American Farm Bureau Federation, Washington Business Group on Health, American Association of Retired Persons, American Hospital Association, American Medical Association, National Association for Home Care, and Health Insurance Association of America. Each panelist described the effects of rising health care costs on his or her organization or its members. Issues included shifting costs from one group to another while actual health care costs increase; prospective payment systems and hospital rate review commissions to curtail hospital costs; federal tax reductions for health insurance premiums; the possibility of health care rationing; a possible national commission on health care costs; Medicare and Medicaid reimbursement for home care expenses; preferred provider organizations; and health maintenance organizations. The second hearing was held in Cedar Rapids, Iowa. Testimony was heard from 23 individuals and organizations; four panels represented the perspectives of consumers, health care providers, funding sources, and organizations involved in future planning. While many of the issues addressed were the same as in the first hearing, new topics included rural hospital cooperatives, the revision of business insurance plans, and company-provided preventive health care for employees. (CB)

ED 255 340 RC 015 205

Rollason, Wendell N.
Half In...Half Out. A Report on the Migrant Child.
Redlands Christian Migrant Association, Immokalee, FL.
PUB DATE- Jan 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Role; *Change Agents; Dropout Prevention; *Migrant Education; *Migrant Health Services; *Migrant Housing; *Organizational Effectiveness; State Programs
IDENTIFIERS- Florida; Migrant Head Start Programs; *Redlands Christian Migrant Association

Begun in 1965, the Redlands Christian Migrant Association (RCMA) has focused on the needs of migrant farmworkers and their children. RCMA considers the fields of education, health, and housing as the areas of greatest impact upon migrant children. In its major role as a catalyst, RCMA has worked with various individuals with common objectives of seeking advances for migrant children in areas of child care, child development, education, health services, and housing. Among these individuals are Florida Farm Bureau Federation's Director of Public Affairs, United Migrants Association's Executive Director, Florida Fruit and Vegetable Association's Executive Vice President, and the State Governor. Based largely upon the unity expressed by these individuals, concrete decisions have been made by state government bodies and agencies in areas such as child services planning for farmworker assistance. Focusing on RCMA's objectives, efforts, and achievements, this report discusses the need for dropout prevention among migrant children in Florida schools, the Migrant Head Start centers, RCMA Title XX child centers, the Migrant Early Childhood Program, RCMA staffing policy, migrant health programs, Ford Foundation Program, East Coast Special Effort Program for handicapped children, and housing for farmworkers. (NQA)

ED 255 354 SE 045 283

Barrow, Lloyd H.
Demographic Survey of New England Teacher Educators of Elementary Science Methods Courses.
Maine Univ., Orono.
PUB DATE- Jul 84
NOTE- 77p.; For a longer version of the second study presented in this document see ED 244 799. Study was sponsored by the University of Maine Faculty Development Research Fund.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Libraries; Elementary Education; *Elementary School Science; Higher Education; *Library Materials; *Methods Courses; *Methods Teachers; Preservice Teacher Education; Science Education; Science Instruction; *Teacher Characteristics; *Teacher Education Programs
IDENTIFIERS- *New England; Science Education Research

A three-part study was undertaken to determine the status of preservice elementary science education in New England. The first part ("Crisis in Elementary Science Education: New England") reports on a survey of New England teacher education institutions to determine the amount and types of science content and elementary science methods courses, program emphasis in science content, science processes and methods, science teaching techniques, effectiveness of science preparation, and general preparation as an elementary science teacher. The second part ("Elementary Science Education Library Resources in Graduate and Undergraduate Teacher Education Programs of New England") compared the library resources at 62 teacher education institutions. The third part ("Professional Preparation, Elementary Science Methods Course Content, and Professional Responsibilities of Preservice Educators") reports on New England elementary science methods faculty, including their professional preparation, content of their elementary science methods course, related work load responsibilities, and demographic information about the individual. Recommendations for resolving problems facing preservice elementary science education in New England are offered based on such findings as 15 percent of institutions not requiring elementary education majors to take a science content course and inadequate library resources for preservice elementary science education. An 18-item bibliography is included. (JN)

ED 255 076 FL 014 973

Review of the State-of-the-Art of Educational Technologies Implemented in Programs Serving LEP Students Funded by the Department of Education. Final Report.

COMSIS Corp., Wheaton, MD.; InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Rosslyn, VA.

SPONS AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- Nov 84

NOTE- 209p.; Prepared in fulfillment of the mandate for study A-3 in the ESEA Title VII Part C Bilingual Education Research Agenda.

CONTRACT- 9-83-1-0529; 400-80-0040

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Bilingual Education; Classroom Techniques; *Computer Assisted Instruction; Educational Assessment; *Educational Technology; *Educational Television; Experimental Programs; Federal Programs; *Limited English Speaking; Program Effectiveness; Teaching Methods; *Videotape Recordings

A study examines the effectiveness of two major types of instructional technology used in a majority of federally supported bilingual education programs, computer assisted instruction, and video instruction. The videotape technologies examined were bidirectional or interactive television and videotape. The variations of computer technology examined were determined by the configuration of the computing equipment. The study found that technology can have a significant positive effect on limited-English-proficient (LEP) students. In the case of video, the effect was concentrated in two areas: bidirectional television was found to make scarce resources available to geographically dispersed students, and videotape brought the outside world into the classroom while giving the teacher a versatile tool. Computers were found to have the potential for permitting students to learn at their own speed in a highly motivating and non-threatening environment. It is suggested that to maximize the computer's potential, administrators and teachers need training structured for computer application to educational problems. The major impediment to the use of video technology in schools was found to be cost; impediments to the use of computer technology were the lack of instructionally and technologically sound software and lack of training in computer use and planning. (MSE)

ED 255 260 JC 850 129

Petersen, Allan; Cepeda, Rita
English as a Second Language: Statement of Findings and Policy Recommendations.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Apr 85
NOTE- 46p.; Discussed as Agenda Item 3 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, April 18-19, 1985). For a related document, see ED 239 673.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; Community Colleges; Educational Legislation; Educational Policy; *English (Second Language); Language Tests; Policy Formation; Program Development; *Second Language Instruction; *Statewide Planning; Student Placement, Teacher Education; Two Year Colleges
IDENTIFIERS- *California

Designed to provide information and guidelines for the formation of policy on English as a Second Language (ESL) instruction in the California community colleges, this report to the Board of Governors offers policy recommendations and reports on the findings of a survey of community college ESL offerings. Section I provides background information, discusses the sources of legislative authority for the provision of ESL instruction, and underscores the need for Board action in light of demographic trends and projections. Section II describes the methods used to gather information upon which to base the policy construct for ESL. After section III defines ESL in terms of its sociological setting and purposes, section IV offers eight recommendations for future policy covering areas such as course classification, criteria for credit/noncredit offerings, ESL assessment practices, course content equivalencies, program articulation, data collection, and ESL instructor training programs. Finally, section V presents findings from the field survey, on course offerings; student assessment, identification, and placement practices; funding sources; support services; and staffing patterns. Appendices include information on ESL tests and testing; criteria for placement in beginning, intermediate, and advanced ESL; a rationale for the transferability of community college ESL courses to four-year colleges; guidelines for desirable competencies for ESL teachers; and detailed survey findings. (LAL)

ED 255 383 SE 045 479

Marsh, Jeffrey Flake; Anderson, Norman D.
An Assessment of the Quantitative Skills of Students Taking Introductory College Biology Courses.
PUB DATE- Apr 85
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Biology; *College Science; College Students; Higher Education; Majors (Students); *Mathematics Skills; Measures (Individuals); Nonmajors; *Predictor Variables; Racial Differences; Science Education; Sex Differences; Success
IDENTIFIERS- Science Education Research

The mathematical skills possessed by students taking introductory biology courses were investigated. A list of 23 mathematical competencies was identified as part of the development of a 46-item multiple-choice test to measure the extent to which students possessed these competencies. The Biomathematics Skills Test (BST) was administered to students in introductory biology courses for science majors (BS-100) and nonmajors (BS-105). Although 804 students took the pretest, only 354 took the posttest. The relationships between the mathematical skills possessed by students at the beginning of the semester (measured by the BST) and 15 variables dealing with selected student characteristics were examined. Among the findings are those indicating that: males did significantly better than females in the BS-100 pretest but there were no significant sex differences in the case of BS-105; whites did significantly better than blacks on the pretest in both courses; and taking or not taking a mathematics or statistics course was not related to BST performance. BST scores and high school grade point average were found to be predictors of success in both courses. Scholastic Aptitude Test mathematics and verbal scores and age were also found to predict success in BS-100. These and other findings support the conclusion that the BST measures the mathematical skills needed in introductory college biology courses. (Author/JN)

ED 255 033 FL 014 897

Guidelines for the Establishment and Implementation of Entry and Exit Criteria for Bilingual Programs.

Ohio State Dept. of Education, Columbus.

PUB DATE- 83
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Admission Criteria; *Bilingual Education Programs; Eligibility; English (Second Language); *Graduation Requirements; *Limited English Speaking; *Mainstreaming; *Program Development; Program Implementation; Statewide Planning
IDENTIFIERS- *Ohio

This guide for planners, administrators, staff, and teaching personnel of Ohio's current and pending bilingual education programs is intended to share the expertise of school administrators, bilingual program staff, and teaching personnel in the area of bilingual program entry and exit criteria, review pertinent theories and studies, and address current concerns expressed by personnel in Ohio programs. The first section discusses the planning of entry and exit criteria for a bilingual program, including consideration of the general language characteristics of the student population, program goals and objectives, the type of program adopted, selection of the criteria planning team, and ongoing evaluation. The second section outlines issues in the implementation of entry criteria, including the identification and placement of potential limited English proficient students. The third section discusses implementation of exit criteria, including both trial and final mainstreaming. A case study of exit criteria put into practice and entry and exit criteria models of some out of state bilingual programs are appended, and lists of general references and pertinent instruments are also included. (MSE)

ED 255 047 FL 014 931

Politzer, Robert L.
Linguistic and Communicative Competence of Mexican-American Pupils and Their Relation to Motivation, Length of Residence, and Scholastic Achievement. Bilingual Education Paper Series, Vol. 6, No. 9.
California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
PUB DATE- Apr 83
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Bilingual Students; Cognitive Style; *Communicative Competence (Languages); Elementary Secondary Education; English (Second Language); Immigrants; Language Dominance; *Language Proficiency; *Mexican Americans; Self Concept; Spanish Speaking; *Student Motivation

A study of the interrelationships of linguistic and communicative competence in English and Spanish, self-concept, field-independent cognitive style, and scholastic achievement among Mexican-American pupils at the elementary, junior high, and high school levels found that linguistic and communicative competence were highly related within languages, and communicative abilities were also related across languages. Language dominance varied considerably, depending on whether linguistic or communicative tests were used, with linguistic measures increasing Spanish dominance and communicative tests favoring English dominance. Field independence was found strongly related to all measures except Spanish linguistic competence, with the latter having an expected negative relationship to length of United States residence. Self-concept was strongly related to language tests and academic achievement. English language proficiency, achievement, self-concept, and field independence increased with length of U.S. residence and seemed related to acculturation. English linguistic and communicative competence tests related strongly to global English competence evaluation and quantitative measures of language quality in speech samples. Both communicative and linguistic competence measures are recommended for making educational decisions, as well as research on the relationship of motivation types to achievement and special characteristics of students who adapt well to the U.S. (MSE)

ED 255 061 FL 014 947

Birdsong, David; And Others
Universals versus Transfer Revisited.

PUB DATE- 13 Oct 84
NOTE- 18p.; Paper presented at the Boston University Conference on Language Development (Boston, MA, October 13, 1984). Document may not reproduce well due to broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; *French; *Interlanguage; *Language Universals; Learning Processes; *Linguistic Theory; *Second Language Learning; Sentence Structure; *Transfer of Training

Three studies comparing the respective roles of interlanguage universals and natural language transfer in determining learners' judgments of grammaticality used college students of French in their second, third, and fourth semesters as subjects. In the first experiment, the subjects were exposed to both grammatical and four types of ungrammatical stimuli sentences with basic, familiar vocabulary, and were asked to make nominal judgments of grammaticality based on three error types. In the second, the same subjects were given groups of sentences with similar error types and asked to rank them for grammaticality according to the same criteria. In the third experiment, another group of second-semester French students was given larger groups of sentences and asked to rank them for grammaticality. Overall, the results were consistent with previous research on other languages, but it is proposed that some of the results might be attributable to the property of additivity or to morphological features, and several situations were found that are not accounted for by the distinction interlanguage universal rule vs. transfer rule. In addition, possible factors in the judgment of error that could confound the findings are considered. The researcher is cautioned not to accept wholly the universal-transfer dichotomy, which may be a false dichotomy. (MSE)

ED 255 093 FL 015 023

Curriculum Guide for Spanish Language Arts, Elementary Level N. Field Test, Working Draft = Guia para la ensenanza de las artes del lenguaje espanol, nivel elemental adelantado N. Edicion experimental.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 79

NOTE- 128p.; For related documents, see FL 015 010-022.

LANGUAGE- Spanish

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Bilingual Education; Class Activities; *Classroom Techniques; Comprehension; Curriculum Guides; Evaluation Criteria; Grade 8; *Language Arts; *Literature Appreciation; Native Language Instruction; *Reading Instruction; Secondary Education; *Spanish; Student Evaluation; *Study Skills

The curriculum guide for teachers of Spanish language arts for native Spanish-speaking students in the Chicago public schools' bilingual education program is introduced by a section outlining the program and defining the areas to be emphasized in the program: word attack, comprehension skills, study skills, and literature appreciation. Sections follow for each of the areas of emphasis, containing specific behavioral objectives and skills, instructional strategies and class activities for them, evaluation criteria, and a place for teachers to note useful references. Some illustrations and a bibliography are provided. Except for a preface and introduction in English, the text is entirely in Spanish. (MSE)

ED 255 121 HE 018 173

Ye, Byung W.
The Ivy Melting Pot: A Progress Report.
PUB DATE- 31 May 84
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Admission; *College Choice; College Graduates; College Students; Comparative Analysis; Higher Education; *Minority Groups; Prestige; *Private Colleges; Questionnaires; *Selective Colleges; *Student Recruitment
IDENTIFIERS- Brown University RI; Cornell University NY; Dartmouth College NH; Harvard University MA; *Ivy League Colleges; Princeton University NJ; University of Pennsylvania; Yale University CT

Minority recruitment and admissions at seven Ivy League colleges was studied: Brown, Cornell, Dartmouth, Harvard, Princeton, the University of Pennsylvania, and Yale. The questionnaire, which is appended, collected information on recruitment policies and number of applicants, acceptances, and matriculants from fall 1978 to spring 1983. Each college targeted their recruitment efforts to specific minority groups. Brown, Harvard, Yale, and Pennsylvania experienced a steady increase in minority applications, while Cornell's rate fluctuated. On the average, 13 to 16 percent of the colleges' applications each year were from the targeted minority group. The colleges on the average accepted about 4.5 of minority applicants from the overall applicant pool yearly. While Pennsylvania and Brown had a steady, increased rate of minority acceptances, Harvard had the highest acceptance rate, and Dartmouth had the lowest. Harvard also had the highest minority matriculation rate. Three factors that may be significant in minority recruitment are geographic location, recruitment activities, and better integration. It is speculated that minority acceptance/matriculation rates are approaching a plateau. (SW)

ED 255 135 HE 018 190

Brown, Peggy Ann, Ed.
Promoting Civic Literacy.
Association of American Colleges, Washington, D.C.
PUB DATE- Mar 85
NOTE- 21p.
AVAILABLE FROM- Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Civics; *College Curriculum; *College Programs; Higher Education; *Leadership Responsibility; *Liberal Arts; *Public Affairs Education; Social Responsibility; Values Education
IDENTIFIERS- Alverno College WI; Austin College TX; Colgate University NY; College of Wooster OH; Ohio Wesleyan University; Syracuse University NY; University of Alabama; University of Minnesota; Washington College MD; Wofford College SC

Descriptions of college programs that integrate civic issues and responsibilities are provided, along with an essay entitled "Liberal Education's Civic Agenda," by Arthur Levine and David Haselkorn. The essay recommends a curriculum that emphasizes such things as basic skills and problem solving, and values and ethics. The program descriptions cover arts and science study to shape students' civic capacities, while others stress practical experiences, such as internships and policy analysis. Programs include: Ohio Wesleyan University's National Colloquium to link the liberal and civic arts; Syracuse University's Center for the Study of Citizenship, Wofford College's leadership theme courses; University of Minnesota's Hubert H. Humphrey Institute of Public Affairs, which includes a seminar on leadership for professionals; Washington College's public policy forums, seminars that focus on values, and faculty discussions and debates. Additional programs at the following colleges are also described: University of Alabama, Austin College, Alverno College, Colgate University, The College of Wooster, Gettysburg College, University of Maryland, Ohio State University, Texas Christian University, and Vanderbilt University. Resource organizations and publications are also described. (SW)

ED 255 148 HE 018 203

Wood, Peter, H.; And Others
Annual Merit Pay: One Department's Approach.
PUB DATE- 27 Feb 85
NOTE- 24p.; Paper presented at the Preconference Workshop on Merit Pay and Faculty Evaluation (Orlando, FL, February 27, 1985) as part of the Annual Conference on Improving College and University Teaching and Administration.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *College Faculty; *Departments; *Evaluation Methods; *Faculty Evaluation; Higher Education; *Merit Pay; Models; Productivity; *Rating Scales; Scholarship; Schools of Education; State Universities; Teacher Effectiveness; Teaching Skills
IDENTIFIERS- *Bowling Green State University OH

Efforts since 1974 to create an acceptable merit pay system at Bowling Green State University's Department of Educational Foundations and Inquiry (EDFI) are described. Construction of the activity-point merit approach that has been used since 1980 began in 1979. Each of the 24 faculty in the EDFI department listed activities or products that they believed to represent meritorious teaching, research/scholarship, and service. After the lists were collated to yield 86 separate activities or products, faculty rated each activity from 0 to 100 points and a merit evaluation checklist was produced. A total of 4,864 points were awarded to all faculty, and these points were converted into dollar amounts when the total merit increment was allocated to the department. The points received ranged from 34 to 241, with a mean point award of 202.7. Each year, modifications were made by the department. The system has the advantages of being acceptable to the members of the department, flexible, predictable, and modifiable. Major possible disadvantages involve too great a focus on quantity and a provincialism that occurs when departmental rather than university values are incorporated into a merit system. Appended are the 1984 form with instructions and a student ratings form used by the EDFI department. (SW)

ED 255 189 IR 011 559

Kazlauskas, Diane W.
History of Copyright of Selected Non-Print Material.
PUB DATE- Jan 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Compliance (Legal); *Computer Software; *Copyrights; Court Litigation; Federal Legislation; *History; *Laws; Legal Responsibility; *Nonprint Media; Tape Recordings

The history of copyright legislation is traced from 1476 to 1984, with particular emphasis on the copyright of such nonprint material as computer software and programs, sound recordings, and videorecordings. A review of the history covers the Statute of Anne (1710) and English common law through the various Copyright Acts of the United States government. A discussion of computer software and programs examines the issue of whether copyright law is more applicable to computer programs than protection by patent law or protection through the trade secret law. The concept of fair use--an exception to the rule that copyright enjoins one person from making copies of the works of another--is also explained. Several cases are cited to demonstrate the continuity of purpose of copyright law, including Data Cash Systems, Inc., versus J.S. & A. Group, Inc. (1980), involving the computer game Compuchess; White-Smith Music Company vs. Apollo Corporation (1908); The Encyclopaedia Britannica Educational Corporation versus Crooks (1982); and Universal City Studios, Inc., versus SONY Corporation of America (1984). Twenty-five references are cited in the footnotes. (Author/LMM)

ED 255 232 IR 051 079

BIS: What's It All About? A Manual for Committee Members of the ACRL Bibliographic Instruction Section. Revised.

Association of Coll. and Research Libraries, Chicago, Ill.

PUB DATE- Jan 85

NOTE- 44p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Libraries; *Committees; Directories; Guides; Higher Education; Information Sources; *Laws; *Library Associations; *Library Instruction; Organizations (Groups); Research Libraries

IDENTIFIERS- *Association of College and Research Libraries

This revised manual for committee members of the Association of Research Libraries' (ACRL) Bibliographic Instruction Section (BIS) is a guide to the organization, procedures, bylaws, and membership of the committee. Following an introduction and suggested ways to get involved with BIS, three sections describe the structure of the BIS, its association with ACRL, and other bibliographic instruction committees within the American Library Association (ALA). The bylaws first adopted in 1978, a list of required meetings for committee members, and a 1984-1985 organizational chart of the elected officers, executive committee members-at-large, and advisory council members follow. Membership lists and committee charges for 16 committees comprised of approximately 100 active members include names, addresses, and phone numbers, as well as dates of appointment when applicable. An alphabetical listing of committee members for 1984-85 completes the manual. (THC)

ED 255 246 JC 850 087

Green, Judith, Ed.
Educational Dimensions, Issue Four--1983.
New York State Association of Two-Year Colleges, Inc.
PUB DATE- 83
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; College Programs; *Community Colleges; Educational Counseling; Learning Activities; *Student Personnel Services; Student Recruitment; Study Abroad; Textbook Selection; Two Year Colleges
IDENTIFIERS- *New York

This collection of scholarly papers by the members of the New York State Association of Two Year Colleges is designed as a forum for the exchange of experiences and achievements among two-year college professionals in the state. Part I presents the following articles: "Successful English Remediation at the Community College Level," by Barbara C. Fatum; "A Comprehensive Counseling Program at a Junior College," by Eric Willner; "Recall and Intervening Mental Activities Involved in Listening to Expository Information," by Shirley Aaronson; "Textbook Selection with Active and Meaningful Student Participation," by Basil L. Cleare; "Overcoming the Disincentives to Study Abroad," by Stephen Beiner and Sue Commanday; and "Creative Marketing: Student Recruiting Methods Utilized by Two-Year Colleges," by Thomas Duda. Part II contains abstracts of the following dissertations: "An Exploratory Study of the Relationship between Mathematics Anxiety and the Processes Used by Developmental Community College Freshmen to Solve Verbal Mathematics Problems," by Anthony P. Giangrasso; "Responses to Anxiety by College Athletes," by Elizabeth F. Zwart; and "Impact of Selected Academic Curricular Variables on Achievement and Graduation of Open-Admissions Students at an Urban Community College," by Myrna B. Charry. (LAL)

ED 255 274 JC 850 143

Fadale, LaVerna M.; And Others
Assessment of Effectiveness of Developmental Programs in Postsecondary Occupational Education: Phase II.
State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- Sep 84
NOTE- 48p.; For related documents, see JC 850 142-144.
LANGUAGE- English
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Developmental Studies Programs; *Evaluation Criteria; Evaluation Methods; Program Development; *Program Effectiveness; Questionnaires; *Remedial Instruction; State Surveys; Two Year Colleges; Vocational Education
IDENTIFIERS- *New York

Results from the second phase of a project to investigate strategies and outcomes associated with the assessment and evaluation of developmental/remedial/basic skills programs in New York State are presented in this report. Part I introduces the Assessment of Effectiveness of Developmental Programs in Postsecondary Education project, and the major goals and concerns addressed in its two phases. Part II describes the three major activities of Phase II of the project: (1) a follow-up of all two-year colleges responding to the Phase I statewide survey to collect data on questions and issues that emerged during previous research cycles; (2) contact with 19 college sites in order to update and discuss local programs, to identify evaluation procedures used, and to determine data outcomes from these evaluations; and (3) the creation of a Task Force from personnel at the research sites to address, reach consensus, and make recommendations concerning major issues identified. After part III offers a summary and discussion of follow-up survey responses from 32 colleges, part IV analyzes the effectiveness of the developmental programs, based on self-ratings from developmental program staff; categories the program evaluation efforts of the study site colleges; summarizes selected local findings by major evaluation criteria; and provides an overview of the success level of developmental programs in the two-year colleges. Part V provides a concluding summary and a discussion of implications. The survey instrument and selected respondent comments are appended. (HB)

ED 255 301 PS 015 005

Li, Livia K.; And Others
Child Passenger Safety: A Pilot Test of a K-6 Curriculum.
North Carolina Univ., Chapel Hill. Highway Safety Research Center.
SPONS. AGENCY- North Carolina Governor's Highway Safety Program.
PUB DATE- Dec 83
NOTE- 205p.
GRANT- NCGHSP-P-83-03-LE-304-02
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Curriculum Evaluation; Elementary Education; *Elementary School Students; Elementary School Teachers; *Kindergarten Children; Knowledge Level; Pilot Projects; Principals; Questionnaires; *Safety Education; Teacher Attitudes; *Traffic Safety
IDENTIFIERS- *Seat Belts

A Car Passenger Safety Curriculum was developed for Grades K-6 and pilot tested in 10 elementary schools. Five schools served as treatment schools, five as comparison schools. The curriculum included materials at K-1, 2-3, and 4-6 grade levels. Observations were made of belt usage by students, and knowledge tests were administered to students before the curriculum materials were used. Workshops were conducted with teachers at the five treatment schools to familiarize them with the importance and effectiveness of safety belt use and with the curriculum materials. After the curriculum materials were introduced, knowledge tests were administered and observations of seat belt use were again made. In addition, principals and teachers at the treatment schools completed questionnaires to provide information on administrative and teaching feasibility of the curriculum. The knowledge tests provided mixed results. Observational data showed significant increases in use by children at the treatment schools where the net gain was almost two and one half times that in the comparison schools. However, the absolute level of belt use was very low, starting at 3 percent and increasing in the treatment group to 14 percent. It must be recognized that educational efforts alone are insufficient and that other low cost, effective strategies are available for increasing seat belt use. Questionnaires and related materials as well as commercial data and personal comments are appended. (RH)

ED 255 369 SE 045 462

Suydam, Marilyn N., Ed.; Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 17, Number 4.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 74p.
AVAILABLE FROM- SMEAC Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Subscription $8.00, $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Algorithms; *Computation; Editorials; Educational Research; Error Patterns; Language Role; Mathematics Achievement; *Mathematics Education; *Mathematics Instruction; *Number Concepts; *Problem Solving; *Research Reports; Sex Differences; Student Attitudes; Symbols (Mathematics)
IDENTIFIERS- *Mathematics Education Research

This issue contains abstracts and critical comments for 11 articles. Three articles focus on problem solving; the remainder concern understanding of the equals sign, mathematical structure, mathematical abilities, the role of language in tasks involving sets, sex differences in mathematical errors, subtraction, algorithms as schemes, and mathematical achievement and attitudes in junior high school. An editorial on current educational reform is also included, as well as references to mathematics education research located in RIE and CIJE from April through June 1984. (MNS)

ED 255 018 EC 172 077

Osguthorpe, Russell T.; And Others
Handicapped Children as Tutors. 1983-84--Final Report.
Brigham Young Univ., Provo, UT. David O. McKay Inst. of Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 29 Jun 84
NOTE- 315p.; For related information see, EC 172 076.
GRANT- G008300007
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Disorders; *Cross Age Teaching; *Disabilities; Intervention; Learning Disabilities; *Mental Retardation; Peer Acceptance; Peer Relationship; Reading Instruction; Self Esteem; *Tutoring
IDENTIFIERS- *Reverse Role Tutoring

The final report describes the results of the first year of a 3-year project investigating the effects of using handicapped students as tutors. Detailed descriptions are provided of two main experiments in which learning disabled and intellectually handicapped students tutored students from the regular classroom in sign language and reading. Both parents and teachers were overwhelmingly positive, citing the dramatic increase in reading ability by both tutees and tutors and the increase in feelings of self-worth among handicapped tutors. Two other experiments that featured learning disabled and behaviorally disordered students as peer and cross-age tutors are briefly discussed. Findings on individual progress charts and pre-post test gains indicated that handicapped students can be quite potent as tutors of other handicapped students. Findings of all four studies indicated that both tutors and tutees experience growth in the topic tutored, that socially isolated handicapped students often experienced increased social acceptance as a result of tutoring nonhandicapped peers, and that parents, teachers and tutees perceived reverse-role tutoring as an effective intervention strategy in special education. Extensive appendixes include interview guides, rating scales and checklists, forms, and a literature review. (CL)

ED 255 107 HE 018 038

Halperin, Samuel
Any Home a Campus: Everyman's University of Israel.
Institute for Educational Leadership, Washington, D.C.; Jerusalem Center for Public Affairs, Inc. (Israel).

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 84
NOTE- 119p.
AVAILABLE FROM- Institute for Educational Leadership, Inc., 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036 ($9.95, paper copy; $14.95, hard copy).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; College Role; College Students; Disadvantaged; *Distance Education; Educational Objectives; *Foreign Countries; Governance; Higher Education; *Nontraditional Students; *Open Universities; Teacher Education
IDENTIFIERS- *Everymans University (Israel)

Information is provided on the goals of Israel's Everyman's University (EU) and its students, curricula and study modes, extra-academic programs, new directions, governance, and budget. Introductory materials include a country profile, an overview of higher education in Israel, information on distance education, the open university, and the establishment and early years of EU. EU goals include serving the disadvantaged, training teachers, and offering second chances to persons unable to benefit from regular study programs. EU also promotes scientific research and the development of study material and innovative methods. Over 90 percent of EU students are enrolled in formal academic offerings leading to a degree. Each course typically has a text with 12 study units, along with computer-marked and tutor-marked assignments. About 45 EU courses have 6-12 television programs, and about 6 hours per week of radio transmissions enrich course offerings. An extensive lending service of audiovisual aids is also provided. A summary of EU's accomplishments in the first decade and recommendations and questions for policymakers are provided for Israeli leaders, as well as Third World countries interested in adapting distance education or open learning methodologies to national needs. A 37-item bibliography concludes the document. (SW)

ED 255 162   HE 018 218

Jackson, George A.
Helpful Hints for Advising and Counseling Minority Students in Predominantly White Colleges and Universities.
Black Cultural Center, Ames, IA.
PUB DATE- 84
NOTE- 24p.
AVAILABLE FROM- The Black Cultural Center, 517 Welch Avenue, Ames, IA 50011 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; Academic Persistence; Admissions Officers; Black Stereotypes; Career Planning; College Bound Students; College Preparation; *College Students; *Counselor Attitudes; Counselor Client Relationship; Counselor Performance; Ethnic Bias; Higher Education; High School Students; Majors (Students); *Minority Groups; Questionnaires; *Racial Bias; School Counselors; Student Development; Student Financial Aid; *Student Personnel Services

Advice about advising and counseling minority students at predominantly white colleges and data about the enrollment and majors of minorities are provided. Included are a list of hints concerning: personal relations and student retention, educational development, financial assistance, and career planning. A list of words and phrases that offend minority students is also provided, along with a checklist questionnaire to help educators identify behavior they may display in and out of the classroom that is interpreted by students as prejudicial, hostile, and discriminatory. Attention is also directed to: ways that high school counselors and college admissions staff can help students maximize their chances of entering and succeeding in college; recommended courses for college-bound students for grades 9-12, and information on federal student aid programs. A few recommendations for college administrators are also included. Several statistical tables cover: the types of institutions attended by minority students by racial/ethnic category; majors selected by male and female minority students; mathematics, science, and English enrollments for minority high school students; and composite American College Testing Program and Scholastic Aptitude Test Scores of minority students. (SW)

ED 255 175 IR 011 544

Smith, Allan L.
Using the Apple Macintosh to Educate Engineers at Drexel. Microcomputing Working Paper Series F 84-8.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-F-84-8
PUB DATE- Sep 84
NOTE- 15p.; Paper published in the Proceedings of the 1984 Frontiers in Education Conference (Philadelphia, PA, October 3-5, 1984). For related documents, see IR 011 540-543.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, 32nd and Chestnut Streets, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Science Education; *Computer Software; *Engineering Education; Higher Education; Instructional Materials; Material Development; *Microcomputers; Online Searching; Programing; Science Education
IDENTIFIERS- *Apple Macintosh; Computer Uses in Education; *Drexel University PA

Following a brief description of the microcomputing program at Drexel University, which requires all freshman to have access to a personal computer and offers Macintosh microcomputers and software at a low cost to entering freshmen, this paper summarizes the written sources of information on the program. Four examples of how currently available Macintosh software has been integrated into the core curriculum taken by all freshman engineering and science majors describe the use of: (1) word processing and online database searching in freshman composition; (2) Pascal programming language in the introductory computer programming course; (3) electronic spreadsheets in introductory physics and chemistry; and (4) a molecular drawing exercise in elementary biochemistry. Also outlined are the ongoing investigation of applications for existing Macintosh software in science and engineering courses and the design and development efforts by science and engineering faculty and the Instructional Support Group of the University Computer Center for new software to support undergraduate instruction. Ten references are listed. (LMM)

Lasher, Edward
Acquisition and Integration of Microcomputers in the Teacher Education Curriculum.
PUB DATE- 3 Dec 84
NOTE- 10p.; Paper presented at the Annual Convention of the American Vocational Association (New Orleans, LA, December 3, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); Computer Assisted Instruction; Course Descriptions; *Course Objectives; *Educational Media; Higher Education; Instructional Innovation; *Learning Laboratories; *Microcomputers; *Preservice Teacher Education; Technological Advancement
IDENTIFIERS- *University of Akron OH

The addition of the application and use of microcomputers to the academic programs at the University of Akron's College of Education was a gradual process. During the early 1970's, with acceptance by both the administration and the faculty and some budgeting support, a university-wide Computer Based Education Center was established, and the College of Education established the Educational Media Center for audiovisual and media materials. As faculty interest in microcomputers increased, the need for a microcomputer lab was recognized. During the 1983-1984 academic year, plans were made for integrating microcomputers into the educational media lab program and a course to integrate audiovisual media and microcomputer-based education was designed and implemented in fall 1984. Appendices to this report include instructions to students for using the educational media lab to learn about the microcomputer, self-instructional equipment operation, and materials production, and a description of the new course. Twelve educational objectives and 25 topics covered in the media course are listed. (LMM)

ED 255 220 IR 051 067

Olsen, Jan Kennedy; And Others

Cornell University Libraries. A Final Report from the Public Services Research Projects. Appropriate Public Services for Agricultural Research Faculty. One of a Series of Self-Studies and Research Projects.

Association of Research Libraries, Washington, D.C. Office of Management Studies.; Cornell Univ., Ithaca, N.Y. Univ. Libraries

SPONS. AGENCY- General Electric Foundation, Ossining, N.Y.

PUB DATE- Jan 85

NOTE- 60p.; For related documents, see IR 051 066-074.

AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($15.00 per copy, prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Libraries; *Agriculture; Higher Education; Library Administration; Library Collection Development; *Library Planning; Library Research; *Library Role; *Library Services; Position Papers; Research Libraries; Research Tools; Scientific and Technical Information; Self Evaluation (Groups); User Satisfaction (Information)

IDENTIFIERS- *Cornell University NY

This paper reports a self-study undertaken at Cornell University's Albert R. Mann Library to explore appropriate public services for an agricultural research faculty. The study took place over a 22-month period and involved a literature review, development of a questionnaire, administration of the questionnaire, an experimental period of additional and free services, a second administration of the questionnaire, analysis of the survey results, and a final report. Using a panel study technique, pre- and post-questionnaires were sent to a random sample of 50% of the 470 member College of Agriculture and Life Sciences (CALS) staff to measure faculty attitudes toward current and proposed library services. In the intervening period, expanded and free services were offered. In this report, the role of the library in the scientific research process is examined, a ranking of important library services is presented, and a model of appropriate public services for agricultural research faculty is proposed. The pre- and post-questionnaires with tabulated results, publicity and advertising materials, and record keeping forms are appended. (Author/THC)

ED 255 315 PS 015 036

Copeland, Anne P.; Grossman, Frances K.
Gender Effects in Parenting.
PUB DATE- Oct 84
NOTE- 8p.; For related document, see PS 015 037. Paper presented at the Annual Meeting of the National Council on Family Relations (San Francisco, CA, October 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth Order; *Child Rearing; Divorce; *Family Role; Fathers; Interaction; Mothers; *Parent Attitudes; *Parent Child Relationship; *Parent Role; Rating Scales; *Sex Differences

The literature on how parent gender influences responses to children has grown enormously in the past decade; mothers and fathers have been found to differ on many dimensions and to be similar on just as many. Conflicting evidence also exists on how a child's gender affects parenting style. This paper reports some important gender differences in the way women and men respond to their children and discusses mediation of these effects by parent personality and other variables. The Family Changes Project, a study of post-separation families, allowed analysis of several aspects of these questions. Children in mother-custody families reported that their fathers often gave them no reason for the divorce, while mothers more often gave an explanation. Videotaped observations of mothers and children playing, made during the first post-separation year, revealed differences in children's responses by sex and age. Also, Type A mothers (impatient, achievement-striving, and aggressive) were found to be more directive with their sons, while Type B mothers were more directive with daughters. Results from the Pregnancy and Parenthood Project revealed parent gender differences in child caretaking, some influenced by the child's birth order and gender. It was concluded that the development of today's children will be influenced by the paradox of receiving direct messages that boys and girls are equal while being surrounded by evidence that their parents behave very differently in their family roles. (CB)

ED 255 341 RC 015 210

Cuellar, Jose B.; And Others
Understanding Minority Aging: Perspectives and Sources.
San Diego State Univ., CA. Univ. Center on Aging.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 82
NOTE- 393p.
GRANT- 0090-AR-0022
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020) Reference Materials - Bibliographies (131)
DESCRIPTORS- Aging (Individuals); Alaska Natives; *American Indians; *Asian Americans; *Blacks; Codification; Delivery Systems; Futures (of Society); *Gerontology; *Hispanic Americans; Human Services; Minority Groups; Models; Needs Assessment; *Older Adults; Pacific Americans; Research Needs

The monograph presents state-of-the-art assessments of available research pertaining to the American Indian/Alaska Native, Pacific Asian, Hispanic, and Black elderly. These assessments, prepared by five prominent minority gerontologists (John Red Horse, Sharon Y. Moriwaki, Sylvia Yuen Schwitters, Jean Keith Crawford, and Maurice Jackson), reflect what is known and not known about aging and older persons in each minority group; identify contradictions, trends, and gaps in data; address the most important aging human service issues; discuss possible implications of a proposed Human Service Model for older persons in each minority group; and provide recommendations for future research and human services policy. General observations are given on the history, trends, and gaps in minority aging research. To provide perspective, the introduction and summary of the report "Future Directions for Aging Policy: A Human Service Model" (1980), by the Subcommittee on Human Services, Select Committee on Aging is provided. These reveal some of the basic assumptions that guide the Human Service Model. A cross-cultural summary with broader minority aging conclusions highlights the important shared perspectives and variations on themes. The monograph concludes with six state-of-the-art bibliographies which constitute a comprehensive collection of 1,600 references by subject area and ethnic focus. Although many of the materials can be located at major libraries, the majority are located in the archive collection at the University Center on Aging, San Diego State University. (NQA)

ED 255 355 SE 045 288

Anderson, Charles W., Ed.
Observing Science Classrooms: Observing Science Perspectives from Research and Practice. 1984 AETS Yearbook.
Association for the Education of Teachers in Science.; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 227p.
GRANT- 400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center (SMEAC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Flr., Columbus, OH 43212 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Classroom Observation Techniques; *Classroom Techniques; Concept Teaching; Curriculum Development; *Elementary School Science; Elementary Secondary Education; *Philosophy; Policy Formation; Program Implementation; Science Education; *Science Instruction; *Secondary School Science; *Sex Fairness; Teaching Methods
IDENTIFIERS- *Science Education Research

Presented in nine separate chapters are nine studies involving the direct observation of science classrooms. Eight of the nine chapters are based on qualitative data collection techniques which typically aim for depth of insight and understanding. Studies included are: "Critical Barriers to the Understanding of Elementary Science: Learning about Light and Color" (Maja Apelman); "Alternate Theories in the Classroom" (Keith Hanson); "Teaching for the Development of Understanding of Ideas: Forces on Moving Objects" (James Minstrell); "Using Classroom Observations to Improve Science Teaching and Curriculum Materials" (Kathleen Roth); "Can Science Teachers Promote Gender Equity in Their Classrooms? How Two Teachers Do It" (Susan Melnick, Christopher Wheeler, and Barbara Gunnings); "Philosophy as a Guide to Reflection on Classroom Events" (Thomas Russell); "A Study of Policy and Program Formulation and Implementation in a Secondary School Science Department "(James Gallagher); "Science Classroom Management and Organization" (Julie Sanford); and "Relationships between Classroom Processes and Science Learning" (Kenneth Tobin and William Capie). Each chapter (which is preceded by a short introduction highlighting the major issues examined) presents a particular theory or perspective and demonstrates how that perspective can enrich the understanding of science classrooms. (JN)

So You Have Agreed to Help...A Resource Guide for Lawyers to Help Solicit Funds for Local Law-Related Education Projects.

Phi Alpha Delta Law Fraternity International, Washington, DC.

SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- Aug 81
NOTE- 21p.; For related resource guides, see SO 015 909-911.
GRANT- 79-JN-AX-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Citizenship Education; Community Services; *Community Support; Donors; Elementary Secondary Education; Financial Support; *Fund Raising; Lawyers; *Legal Education
IDENTIFIERS- *Law Related Education

This guide provides assistance to the lawyer who has volunteered to help a law-related education project by soliciting supplementary funds from local business, civic, or other sources. Specifically, the guide offers guidance in identifying and approaching potential donors, preparing the request for funds, and organizing supporting data and follow-up information. The solicitation process has been streamlined to allow the busy lawyer to secure the necessary funds with a minimum expenditure of time. Following an introduction, the first of four main sections assists readers in understanding the nature and scope of potential projects. The second section suggests ways of locating funds from corporations, labor organizations, private foundations, banks, community service and professional organizations, and individuals. The third section offers methods of solicitation. Finally, the guide stresses the need for follow-up activities to inform donors of how their funds were used. The first of two appendices provides statistics, facts, and findings that show why schoolchildren need to know more about law, the legal process, and the legal system, for those trying to build a case for law-related education when soliciting funds. A second appendix provides a sample letter of solicitation. (LH)

ED 255 077 FL 014 975

Ventriglia, Linda
A Functional-Collaborative Approach for the Identification of
Teaching Strategies for Staff Development of Teachers of Limited
English Proficiency Students. Bilingual Inservice Teacher Education
Research Program Final Report.
Educational Collaborative for Greater Boston, Inc., Brookline, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 110p.; The "Entry-Exit" checklist from the appendix has been
removed because it is copyrighted by Addison-Wesley.
CONTRACT- NIE-R-80-003
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Educational Research; *Educational
Strategies; *Faculty Development; Inservice Teacher Education;
*Limited English Speaking; Program Development; Research
Methodology; *Teacher Education; *Teacher Participation
IDENTIFIERS- Massachusetts (Boston); Massachusetts (Cambridge)

A study of effective strategies for professional development of teachers of limited-English-proficient (LEP) students in the Boston and Cambridge, Massachusetts public schools took a functional-collaborative research approach, involving teachers and administrators in examining the study's issues and conclusions. An early survey revealed that teachers desired training to improve the transition process for students moving from native language to English-language instruction, and the study focused on developing techniques for this purpose. A comparison of native-language, English-as-a-second-language, and standard English programs suggested that the transition process is made more difficult by discontinuities in teaching strategies and language skill sequences in and across all program types, and that more careful coordination of instructional chains and sequences across programs would improve both transitioning and interprogram communication. Because of the study's functional-collaborative structure, increased coordination and communication was an immediate result of the research, and this research strategy is recommended for future research efforts in education. (MSE)

ED 255 190 IR 011 560

Marshall, John D.
Beyond the Bandwagon: Some Promises and Problems of Educational Computing. An Occasional Paper.
PUB DATE- 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Computer Assisted Instruction; *Computer Literacy; *Computers; Computer Science Education; Elementary Secondary Education; *Equal Education; *Sex Bias; *Social Problems
IDENTIFIERS- Computer Uses in Education

The new possibilities for self-fulfillment while communicating in new and more immediate ways with a growing and changing world that have been opened up by computers should be offered to all young people, and most states have launched campaigns to teach computer literacy. As we implement state-mandated computer literacy curricula, however, we need to consider carefully those issues surrounding educational computing that are related to classroom computer use as well as the social implications of computing. Two of these concerns are equity and gender. Equitable distribution of the benefits of computing must begin with a more critically-aware and concerned body of professionals to ensure that educational computing is used to compensate for, rather than to reinforce, social inequities and differences in ability. With regard to gender, comparatively few high school females are currently active in computer science, and even in elementary classrooms, computers seem to "belong" to the males. Both of these issues can be addressed successfully when teachers organize computer instruction and usage around the themes of creating, informing, and communicating, rather than around the machines themselves. These themes stress the importance of the computer as a user-controlled and user-beneficial tool, allowing all computer literacy students to be accepted for what they are and can be, and for what they want and need. (LMM)

ED 255 288 PS 014 807

Michie, Meredith, Ed.
Institute of Family Studies Newsletter; No. 10, August 1984.
Institute of Family Studies, Melbourne (Australia).
PUB DATE- Aug 84
NOTE- 41p.
AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth Street, Melbourne 3000, Australia (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Conferences; Databases; Divorce; *Family (Sociological Unit); Family Attitudes; Family Financial Resources; *Family Programs; Family Structure; Federal Legislation; Feminism; Foreign Countries; Government Role; Marriage; Poverty; *Public Policy; Research Needs; *Research Projects; Workshops
IDENTIFIERS- *Australia; England; Greece; West Germany

This newsletter's first article is the director's report "Double Standards in Australian Family Policy" by Don Edgar. It asks for government support for families in the form of programs and funding, not just rhetoric. The next article, "IFS Research", also by Don Edgar, details the past, current and future research of the Institute of Family Studies. Short articles by researchers in the Institute follow: "Remarriage Data" (Christine Kilmartin); "IFS Study of the Economic Consequences of Marriage Breakdown: Progress Report" (Peter McDonald); "Family (Law?) Centres" (Don Edgar); "Adolescence and the Family" (Gay Ochiltree); "Video Vignettes on Stepfamily Dynamics" (Ilene Wolcott); "Social Statistics: A Comment" (Peter McDonald); "Social Psychology and the Family: A Report on the Annual General Meeting of the Australia Social Psychologists" (Paul Amato); "Dependent Spouse Rebates and Their Incidence" (Kerry Lovering); "Changes for Women in Greece" (Liz Sharman); and "Changes in European Family Law: England and West Germany" (Margaret Harrison). Short Features include book reviews and articles about: (1) changes in Institute staff; (2) titles recently published by IFS; (3) the Australian Family Studies Database (AFAM), which includes bibliographic informaton about publications on families and family life in Australia; (4) the Work and Family Information Centre in New York City; and (5) conferences and workshops held in fall 1984 in Melbourne. (CB)

ED 255 328 PS 015 052

Institute of Family Studies 1983-84 Annual Report.

Institute of Family Studies, Melbourne (Australia).

PUB DATE- Nov 84
NOTE- 45p.
AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth Street, Melbourne, Victoria 3000, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Analysis; Databases; Divorce; *Family (Sociological Unit); *Federal Legislation; Financial Support; Foreign Countries; *Information Services; Marriage; *Program Proposals; Public Policy; *Research Coordinating Units; Research Needs; *Research Projects; Research Utilization; Sociocultural Patterns
IDENTIFIERS- *Australia; Life Span Development

The Institute of Family Studies has completed its fourth year of operation, and government and public demand for input from the Institute is growing beyond its capacity. This report focuses on current operating difficulties as well as on the structure and activities of the Institute. The first section, entitled "Structure and Operations," discusses the enabling legislation; responsible minister; powers, functions, and objectives; board of management and staff; and financial statement. The second section, "Activities and Reports," describes efforts toward community education (information services, family database development, public seminars, staff talks and publications, and Institute publications); coordination of family research in Australia; current research efforts; and advice and evaluation provided for the development of government policy. The last section, "Operational Difficulties," discusses administrative and research problems, the importance of considering impact on families when making government policy, the Institute's statutory independence, redefinitions of the role and functions of the Institute, and proposed amendments to the current enabling legislation. (CB)

ED 255 034 FL 014 898

Strategies for Developing Language Programs for National Origin Minority Students.

Ohio State Dept. of Education, Columbus.

PUB DATE- 83
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Admission Criteria; Bilingual Education Programs; Classroom Techniques; Educational Strategies; Eligibility; *English (Second Language); Graduation Requirements; Immersion Programs; Language Proficiency; Language Tests; Legal Responsibility; *Limited English Speaking; Minority Groups; *Native Language Instruction; Parent Participation; *Program Design; School Districts; *Second Language Programs; Speech Skills; Staff Development; Student Placement; Study Skills; Teacher Characteristics; *Teaching Methods

A handbook to assist school district personnel in designing special instructional programs for limited English proficient (LEP) students considers the variety of circumstances in individual school districts by providing program models appropriate for one or many language minority students. The first section provides background information on the aspects of first and second language acquisition that have the greatest impact on LEP students' academic success. The second section discusses the weaknesses and strengths of a variety of instructional approaches commonly used with LEP students, including the submersion approach bilingual education, immersion, English as a second language programs with native language support services, inclass instruction and individual tutoring. The third section presents steps to follow in planning and implementing the programs, including developing entry and exit criteria, developing instructional strategies, staffing, staff development, special education, and parent and community involvement. The fourth section discusses the identification and use of materials and personnel and funding resources, and the fifth section examines strategies for evaluating and monitoring the instructional program. A brief bibliography is included. (MSE)

ED 255 048 FL 014 932

Duncan, Sharon E.
Cheap Ship Trips: A Preliminary Study of Some English Phonological Difficulties of Language-Minority Children and Their Relationship to Reading Achievement. Bilingual Education Paper Series, Vol. 7, No. 4.
California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.; Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 83
NOTE- 53p.
CONTRACT- 400-65-0051
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Chinese Americans; Comparative Analysis; Cross Cultural Studies; Cubans; Elementary Education; *English (Second Language); Ethnic Groups; French; Grade 1; Grade 3; Grade 5; *Hispanic Americans; Low Income Groups; Mexican Americans; *Minority Groups; *Phonology; *Pronunciation; Puerto Ricans; *Reading Achievement; Spanish Speaking

A study of the pronunciation problems of language-minority children had as subjects 578 first, third, and fifth-graders from seven ethnolinguistic groups (urban and rural Mexican-Americans, Puerto Ricans, Cuban-Americans, Franco-Americans, Native Americans, and Chinese-Americans) from low to low-middle income communities in California, Texas, Florida, New York, Louisiana, and New Mexico and 128 Anglo children from similar income groups. Results showed a significant positive relationship between phoneme production and reading achievement for some groups of third and fifth-graders, as well as for Anglo first-graders. The difficulty pattern varied across the ethnolinguistic groups, but the greatest pronunciation difficulty for the language-minority children was with the phonemes acquired last by first-language English speakers. While some phonological difficulties seem to disappear with increasing age for some groups, for others the difficulties are greater in the higher grades. (Author/MSE)

ED 255 062 FL 014 948

Robson, Barbara; Thao, Cheu
Phau Xyaum Nyeem Sau Zauv = Hmong Numbers Workbook.
Center for Applied Linguistics, Washington, D.C.
PUB DATE- 81
NOTE- 40p.; For related documents, see FL 014 949-951.
LANGUAGE- Hmong
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computation; Elementary Education; *Mathematics Instruction; *Number Concepts; *Whole Numbers; Workbooks

An elementary arithmetic workbook in whole numbers for speakers of Hmong has an introductory section and a variety of exercises in conceptualizing, writing, spelling, and sequencing numbers from 0 to 999. (MSE)

Teaching about War, Peace, Conflict and Change: A Self-Assessment and Planning Process.

United Ministries in Education, Valley Forge, Pa.

PUB DATE- 82

NOTE- 31p.; Product of the Peacemaking, Militarism and Education Program. Portions are printed on colored paper.

AVAILABLE FROM- United Ministries in Education, c/o Educational Ministries, American Baptist Churches, Valley Forge, PA 19481 ($2.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Check Lists; *College Programs; *Conflict Resolution; *Course Content; Departments; Evaluation Methods; Foreign Policy; Higher Education; Holistic Approach; Institutional Research; *International Relations; Peace; *Self Evaluation (Groups); War; *World Affairs

A guide to help colleges examine teaching and inquiry in the area of war, peace, conflict, and change is presented. The self-study of educational activities may be coordinated by the campus minister or a faculty member. The following broad areas of inquiry are identified, along with specific questions: international conflict, the U.S. role in world affairs, the understanding of other cultures and political and economic systems, the nature of social change, the exercise of power, and skills and dynamics of citizen involvement in social and political institutions. The value of the following principles of higher education on the self-study is also considered: academic freedom, the college's responsibility for promoting student development, the college's public responsibility, and educating the whole person. A list of the sequence of events for the self-study is provided, along with an outline of the responsibilities of the survey team and the team that will implement the assessment. Also outlined are objectives and activities of introductory and followup colloquia that support the assessment process. Supplementary materials include: cognitive, affective, and practical goals worksheets for departments/programs and course/activities; and checklists and questions to evaluate the coverage of the inquiry areas by courses. (SW)

ED 255 122 HE 018 174

Higher Education Equity: The Crisis of Appearance Versus Reality--Revisited. Final Report.

National Advisory Committee on Black Higher Education and Black Colleges and Universities (ED), Washington, D.C.

PUB DATE- Jun 82

NOTE- 178p.; For related document, see ED 157 493. Best copy available.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; *Advisory Committees; Affirmative Action; Ancillary School Services; *Black Colleges; *Black Students; Change Strategies; College Attendance; Dropout Prevention; Educational Change; *Equal Education; Government Role; Graduate Study; Higher Education; Professional Education; Publications; Public Policy; *Student Financial Aid; Undergraduate Study

IDENTIFIERS- *National Advisory Committee on Black Higher Educ

The work of the National Advisory Committee on Black Higher Education and Black Colleges and Universities during 1977-1982 is discussed, and information and recommendations on black students and black colleges are presented. After describing the committee's background and functions, the following issues concerning equity for black Americans in higher education are considered: student financial aid; admission, retention, and graduation rates; the role of Targeted Educational Opportunity Programs; the President's Executive Order, the White House Initiative Office, and the private sector initiative; and the Adams case and desegregation of higher education. Recommendations are offered concerning financial aid to low income students, research and teaching assistantships for black students, specific student financial aid programs, approaches to lowering the dropout rate for pre-college students, the use of standardized tests, two-year colleges and articulation between them and four-year schools, graduate/professional education, science/technology and fields that are underrepresented, and targeted programs and support services. Appendices include: highlights of committee reports, including commissioned studies and fact sheets, a summary of recommendations from correspondence and reports, and a list of committee members. (SW)

ED 255 136 HE 018 191

A Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid Programs.

New York State Education Dept., Albany.

PUB DATE- Dec 84

NOTE- 63p.; Some tables may not reproduce well due to small print.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Education; College Students; Educational Opportunities; *Federal Aid; Federal State Relationship; Grants; Higher Education; Scholarships; *State Aid; *Statewide Planning; *Student Financial Aid; *Student Loan Programs; Trend Analysis; Tuition

IDENTIFIERS- *New York; *Tuition Assistance Program NY

The scope and operation of student financial aid programs in New York State are described, and recommendations to enlarge educational opportunity are offered. The following state-administered programs are briefly described: the Regents Scholarships, Tuition Assistance Program (TAP), and guaranteed student loan programs. Data are provided on the types of student aid and numbers of new scholarship and grant awards in 1983-1984, as well as the total number and amounts of student loans and awards. Federal student aid programs in New York are also considered, including Pell Grants, Supplemental Educational Opportunity Grants, National Direct Student Loans, and College Work-Study funds. An analysis of trends in the TAP for 1982-1984 covers: number of recipients, utilization rates, and payments by sector and level; average awards; and award scales. In addition to discussing the relationship of state, federal, and institutional student aid programs, summary data for 1981-1983 are presented on the distribution of governmental and institutional aid programs at degree-granting institutions. Regents' recommendations cover improving tuition awards for part-time study, increasing access, and improving articulation of federal and state programs. (SW)

ED 255 149 HE 018 205

Webb, Melvin W., II.

To Solicit or Not Solicit--That Is the Question: Issues and Guidelines for the College Administrator Concerned with Solicitation on the College Campus.

PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrative Policy; Administrator Guides; *Campuses; College Buildings; *Consumer Protection; *Court Litigation; *Dormitories; *Freedom of Speech; Higher Education; Legal Responsibility; On Campus Students; Sales Workers; Student College Relationship
IDENTIFIERS- *Door to Door Solicitation; Sales Transactions

Legal opinion and case law concerning door-to-door solicitation in student residence halls and other campus facilities are discussed in order to assist administrators in policy development and review. Conclusions include the following: colleges' regulation of solicitation is limited by First Amendment free speech guarantees; in deciding what areas of the campus are "public forums" and covered by the First Amendment administrators should consider the purpose and character of the area and its patterns of activity; solicitation that constitutes a "clear and present danger" to individuals is not protected by the First Amendment; regulations that attempt to limit solicitation should be narrow in scope and as specific as possible; false or deceptive commercial solicitation can be regulated by colleges; solicitation may be regulated on campus according to the reasonable time, manner, and place concept; while solicitation can be prohibited in academic and administrative areas and common areas adjacent to classrooms, common areas such as student unions and walks are not protected by the First Amendment; and residence hall door-to-door solicitation can be regulated by the college. A list of court citations is appended. (SW)

ED 255 206 IR 011 578

Klimko, Ivan P.
The Compubus Evaluation.
PUB DATE- Apr 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compensatory Education; *Computer Assisted Instruction; *Computer Literacy; Intermediate Grades; Media Research; *Microcomputers; Program Evaluation; Questionnaires
IDENTIFIERS- *Instructional Effectiveness

The Computer Bus Program (Compubus Program) of the Modesto City Schools (California) was evaluated to determine the effectiveness of the computer literacy program for fourth, fifth, and sixth grade students at eight elementary compensatory education schools. The program provided instruction on computer vocabulary, knowledge, and applications in a converted school bus with 18 Apple IIe microcomputers, which spent an average of 18 days at each target school in the 1983-84 school year. A stratified random sample of 399 students was administered a computer literacy test and a questionnaire on their background characteristics. Data collected covered the student's grade level, school, age, sex, minimum competency reading and mathematics test scores, computer usage in the home and in school, video game usage at home, arcade game usage, and primary language spoken in the home. Results showed that 70% of the sample passed the computer literacy test. Five predictor variables were identified for use in subsequent evaluations: minimum competency reading test score, minimum competency math test score, primary language, arcade game usage, and grade. Appendices include the computer literacy test, teacher observation checklist, and student questionnaire. (Author/LMM)

ED 255 233 IR 051 080

Alaska Standards for School Library Media Programs.
American Association of School Librarians--Alaska, Juneau.
PUB DATE- 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090) Reference Materials - General (130)
DESCRIPTORS- Audiovisual Aids; Educational Equipment; *Elementary Secondary Education; Instructional Materials; *Learning Resources Centers; Library Automation; Library Cooperation; Library Personnel; Library Planning; *Library Services; Library Skills; *Library Standards; Resource Materials; School Libraries; User Satisfaction (Information)
IDENTIFIERS- *Alaska

Developed to encourage and promote the establishment and maintenance of standards of excellence in all school library media centers, standards presented here are designed to be the minimum acceptable for Alaska schools. Each school is urged to use the standards as a base to develop a quality library media program which reflects the unique characteristics of that school and which utilizes current technology. Prepared by the Professional Standards committee of AASL/Alaska (American Association of School Librarians, Alaska) with input from school librarians throughout the state, the Alaska Standards are a revision of the Library Media Standards for Alaska Schools published in 1978. Following an introduction, standards are presented in four areas: (1) the library media program's purpose in serving students, staff, and administrators; (2) the six essential elements of a quality library media center program--staff, collection, equipment, space, resource sharing, and annual budget; (3) standards for five different sized schools based on student enrollment; and (4) representative services and responsibilities of district level programs in the areas of planning and administration, staff development, and services. Appendices include: a list of examples of audiovisual equipment; "Policy on Academic Freedom and Public Education" (Alaska State Board of Education); "Library Bill of Rights" (American Library Association); "Free Access to Libraries for Minors" (American Library Association Council); and "Libraries and Information Skills in Elementary and Secondary Education" (National Commission on Libraries and Information Science). (THC)

ED 255 247 JC 850 107

Borst, Philip W.; Cordrey, LeRoy J.

The Skills Prerequisite System, Fullerton College (A Six-Year Investment in People).

North Orange County Community Coll. District, Fullerton, Calif.
PUB DATE- Nov 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Prerequisites; *School Holding Power; Student Evaluation; *Student Placement; Testing Programs; Two Year Colleges

To deal with an increasing student withdrawal rate from courses, Fullerton College instituted a Skills Prerequisite System, involving mandatory assessment of learning skills in reading, writing, and mathematics followed by prescriptive mandatory placement in appropriate remedial instruction prior to ernollment in skill-dependent, entry-level courses. The system was designed to reduce the withdrawal rate by 5% to 10%, improve students' learning skills, and increase academic performance without lowering academic standards in transfer and vocational courses. The development of the system involved the identification of the basic skills required to succeed in entry-level courses; an experimental phase during which students were placed in 13 entry-level classes; and an analysis of the results of the experimental phase. The two-phase implementation process began with all entry-level courses in the transfer curriculum and then moved on to the vocational-technical curriculum. Implementation required a tripling of the testing assessment sessions to accommodate 9,000 students, increasing the number of reading class sections, and increasing the use of counselors. A 2-year follow-up study of the effectiveness of remediation for all 1982 students revealed significant improvements in grade point average when a poor reader or writer underwent remediation during the first semester of enrollment, and a decline in withdrawal rates from 38% in 1977 to 21% in 1983. The paper includes a cost analysis of the Skills Prerequisite System, highlighting the variety of instructional delivery systems used to provide remedial instruction, and providing definitions, course descriptions and information on assessment procedures. (HB)

ED 255 261 JC 850 130

Bogart, Quentin J.
The Community College and the Volkshochschule: An International Comparison of Leadership Objectives in the Adult Teaching/Learning Process.
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (65th, San Diego, CA, April 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *College Role; *Community Colleges; Comparative Analysis; *Educational Objectives; Foreign Countries; Postsecondary Education; *Public Education; Two Year Colleges
IDENTIFIERS- Austria; *Volkshochschule; West Germany

Comparisons are drawn between the German "Volkshochschule" (VHS) and the American community college. After highlighting the mission of the VHS in promoting the socialization of its constituents, the paper contrasts the VHS and community college in terms of enrollment, admission, costs, programs, facilities, governance, organization, and finance. Emphasis is placed on the "open access" provided by the VHS, its low student costs (i.e., an average of $8.00 per class), its provision of special interest courses, the existence of a degree comparable to the associate degree, and the provision of funding for the VHS by federal, state, and local governments. Next, similarities and differences in the overall social objectives of the VHS and community college are considered. It is pointed out that the American community college is committed to providing a flexible, community-based educational program responsive to the needs of local business/industry and the college's individual constituents, while responding to national priorities and issues. In contrast, the VHS, although operating in s aimilar arena, is portrayed as having leadership objectives that are less tangible, but more social, defined in terms of societal and cultural goals. Finally, the centrality of the goal of socialization to the community college's leadership objectives is stressed, and the recognition and promotion of the socialization objective of American community colleges is urged. (HB)

ED 255 275 JC 850 144

Fadale, LaVerna M.; Winter, Gene M.
Assessment of Developmental Programs for Postsecondary Occupational Education Students: A Task Force Report.
State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- Sep 84
NOTE- 34p.; An activity of Phase II of the Assessment of Developmental Programs in Postsecondary Occupational Education Project. For related documents, see JC 850 142-143.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Community Colleges; Conferences; *Definitions; *Developmental Studies Programs; *Educational Assessment; *Program Evaluation; *Remedial Instruction; Statewide Planning; Two Year Colleges
IDENTIFIERS- *New York

A Task Force of developmental education professionals in New York was convened to consider issues related to the evaluation of developmental programs from a statewide perspective. This report provides a summary of the two Task Force sessions and resulting recommendations and plans for action. Introductory material provides background on the program evaluation research that provided the basis for the Task Force's agenda. The next section summarizes the presentations of the keynote speakers at the first Task Force session and introduces the focus of small and large group discussions. The following sections examine and offer recommendations and action summaries for the three main issue areas: (1) the extent to which consensus can be reached regarding terminology; i.e., can meaningful distinctions be made among terms such as developmental, remedial, basic skills education, or academic skills education; (2) the manner in which related factors and issues influence program evaluation and resulting judgements; and (3) the extent to which consensus on criteria and evaluation standards should be achieved versus the need for local flexibility and program variance. Finally, a summary of conclusions is presented, highlighting the need to develop consensus on terminology; to deal with evaluation in the context of practices and processes such as budgeting, student demographics, and college structure; and to maintain local flexibility on assessment processes. A summary of the second Task Force session and data on developmental programs are appended. (HB)

ED 255 302 PS 015 006

Padgett, Susan S.
An Evaluation of the Expanded K-9 Traffic Safety Education Curriculum in North Carolina.
North Carolina Univ., Chapel Hill. Highway Safety Research Center.
PUB DATE- Oct 77
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; Age Differences; Comparative Analysis; Comprehension; *Curriculum Evaluation; *Elementary School Students; Elementary School Teachers; Elementary Secondary Education; *Junior High School Students; Knowledge Level; Pretests Posttests; Principals; Program Effectiveness; Questionnaires; Safety Education; Tables (Data); *Teacher Response; *Traffic Safety
IDENTIFIERS- North Carolina

North Carolina developed a K-9 traffic safety curriculum that was pilot tested during the 1974-75 school year in four public school systems. A revised curriculum was implemented in seven additional school systems between 1975 and 1977. This latter curriculum was evaluated in terms of changes in student knowledge, teachers' reactions to and use of curriculum materials, and principals' administrative appraisals of the program. Changes in knowledge were determined by administering pre- and post-curriculum tests in experimental and control schools at the third and sixth grade levels. Findings revealed a significant difference in knowledge acquired during the time the curriculum was in use, especially among third graders, and a greater use of curriculum materials by teachers at the K-1, 2-3, and 4-6 levels than by those at grades 7, 8, and 9. Generally, the teachers who reported using the various content area materials found them to be either of moderate or considerable value, appropriate for the grade level, and either moderately or highly interesting to the students. Principals unanimously reported that the K-9 traffic safety curriculum should be incorporated as a permanent part of the school curriculum, that most of the teachers entered the program and taught the curriculum with enthusiasm, and that no administrative problems were experienced. Knowledge tests, questionnaires, and tables of data are appended. (Author/RH)

ED 255 370 SE 045 464

Suydam, Marilyn N.
Research on Mathematics Education Reported in 1984.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Council of Teachers of Mathematics, Inc., Reston, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 90p.
CONTRACT- NIE-400-78-0004
AVAILABLE FROM- National Council of Teachers of Mathematics, Inc., 1906 Association Dr., Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; *Doctoral Dissertations; Educational Research; Elementary Secondary Education; Higher Education; Mathematics Achievement; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction
IDENTIFIERS- *Mathematics Education Research

This is the fifteenth annual listing of research on mathematics education prepared for the "Journal for Research in Mathematics Education." References are organized alphabetically by author within three categories: research summaries, articles, and dissertations. Included are 33 summaries, 220 articles, and 297 dissertations. Studies focusing on mathematics education are annotated, whereas studies in which mathematics education is not the primary focus are usually not annotated. Annotations generally indicate one principal finding of a study, although most studies have additional findings. Journals searched and the number of articles located in each are listed. Also provided is an index to aid in locating references to designated mathematical topics: achievement, algebra, arithmetic operations, attitudes and anxiety, calculators and computers, cognitive style, diagnosis and remediation, ethnic and social variables, geometry and measurement, learning, learning disabilities, materials, number and numeration, organizing for instruction, problem solving, sequencing, sex differences, and test analysis. Grade or age level is noted for each entry. (MNS)

ED 255 384 SE 045 480

Betkouski, Marianne B.; McDonald, Sandra Kirk

A Study of Differential Problem Solving Behaviors in Processing a Science Text Passage.

PUB DATE- 85
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Cognitive Processes; *Concept Formation; Error Patterns; High Schools; *Problem Solving; *Reading Comprehension; Science Education; *Secondary School Science
IDENTIFIERS- *Misconceptions; Science Education Research

This study investigated how students processed information obtained by reading a passage related to inertial reference frames. Two groups of 10th-grade students (one group consisting of students identified as potential National Merit Scholars and another consisting of students enrolled in level-I biology) read a science text passage and answered a set of six questions requiring that they apply the new material to novel situations. Results show that the academically talented students achieved higher scores than the level-I biology students. Other results were obtained from analyses of tape recorded interview data about how students processed each question. Test questions were specifically designed to reveal problem-solving strategies and allow for error pattern analysis. The academically talented students were more verbal, more methodical in comparing questions to the passage, and more likely to relate questions or parts of the text to their own past experiences. The average students often looked for a literal match between the questions and the text, and were more likely to answer questions based on previously held "naive theories," which sometimes were in direct conflict with text material. These results suggest that caution is needed in assuming that students will learn effectively from text presentations of new concepts. (Author/JN)

ED 255 398 SO 015 911

A Resource Guide on Contemporary Legal Issues...for Use in Secondary Education.

Phi Alpha Delta Law Fraternity International, Washington, DC.

SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- May 82
NOTE- 185p.; For related resource guides, see SO 015 909-910.
GRANT- 79-JN-AX-0011
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Case Studies; Citizenship Education; Civil Rights Legislation; Constitutional Law; Consumer Education; Contracts; Court Litigation; Criminal Law; Due Process; Freedom of Speech; *Human Resources; Justice; Laws; Learning Activities; *Legal Education; Legal Responsibility; Lesson Plans; Secondary Education
IDENTIFIERS- *Law Related Education; Mock Trials

Designed for use by local lawyers and law students who agree to serve as resource persons in secondary school level law-related subjects, this guide has two main goals: (1) to provide law personnel with a brief summary of the law and sample cases for student use on topics of general interest, and (2) to introduce students to a sampling of the methods and materials currently being used in law-related education. Following an introduction, the guide has two main parts. The first consists of summaries and cases on seven topics: the criminal justice system, criminal procedure, free expression, equal protection, religion and constitutional law, family law, and consumer law. The second part contains eight lesson-length excerpts from current, representative law-related education publications. Lessons focus on legal content (such as the elements of a contract), legal concepts, case studies, and a variety of other methods such as moot court, mock trial, role playing, and problem solving. The document concludes with a list of resources for educators, lawyers, and law students for use in secondary classrooms. (LH)

ED 255 019 EC 172 078

Cox, June; And Others

Educating Able Learners: Programs and Promising Practices. A National Study. Executive Summary.

Richardson (Sid W.) Foundation, Fort Worth, Tex.

PUB DATE- Mar 85

NOTE- 5p.; The full report, "Educating Able Learners: Programs and Promising Practices" by June Cox, Neil Daniel, and Bruce Boston, to be issued by University of Texas Press, Autumn 1985.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Elementary Secondary Education; *Gifted; *Program Administration; *Program Development; Surveys; *Talent Identification; Trend Analysis

The paper provides a brief description of the organization and content of the final report of a 4-year study of programs for gifted students. The sections of the final report cover the following: (1) Findings of a survey of the educational backgrounds of MacArthur Fellows, which indicate the importance of parents, good teachers, and supportive peers and notes that school systems reward behavior patterns inappropriate to independent thinkers, researchers, and artists; (2) A survey completed by 400 schools and 1,172 districts, which provides a picture of fragmented and discontinuous programing; (3) Specific illustrations of sound programing practices, including internships and mentor progams and school-college cooperative programs; and (4) Recommendations for administration, identification of talent, program development, staff development and teacher support, and program evaluation. (CL)

ED 255 108 HE 018 082

Lindquist, Victor R.; Endicott, Frank S.

Trends in the Employment of College and University Graduates in Business and Industry. Northwestern Endicott Report, 1985. Thirty-ninth Annual Report.

Northwestern Univ., Evanston, Ill. Placement Center.

PUB DATE- 84
NOTE- 19p.; For the 1984 report, see HE 017 393.
AVAILABLE FROM- Northwestern University, Placement Center, 601 University Place, Evanston, IL 60201 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Business; Career Counseling; *College Graduates; Demand Occupations; Economic Climate; Employment Interviews; *Employment Opportunities; Higher Education; Industry; Job Placement; Majors (Students); Occupational Surveys; Personnel Policy; Personnel Selection; *Recruitment; Salaries

Results of a 1984 survey on policy and practice in the employment of college graduates in 250 well-known business and industrial firms are presented. The number of companies hiring graduates in nine bachelors-level and five masters-level fields are specified for both 1984 and 1985, along with the number of graduates for each field and salary levels. Information is also provided on: respondents' views concerning the importance of 18 factors often considered by companies when selecting an institution for interviews; an assessment of the current year's business and recruiting activity and the outlook for 1985; the percentage of campus interviews that resulted in second interviews and the percentage of offers resulting in acceptance by field; the fields for which hiring goals are difficult to meet; and the effectiveness of services that placement offices provide to their graduates. Fields for which hiring goals were most difficult to meet were electrical engineering (33 percent), and computer science (26 percent). About two-thirds of the companies indicated more career counseling should be made available to college students and that such counseling should become a function of placement offices, while more than 70 percent felt that colleges should offer a course in career planning and job search techniques. (SW)

ED 255 163 HE 018 219

Information Management Basics in a New Technological Era. Proceedings of the 1984 CAUSE National Conference (Orlando, Florida, December 1984).

CAUSE, Boulder, Colo.

PUB DATE- 85
NOTE- 636p.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Business; Case Studies; *College Administration; College Planning; *Computer Oriented Programs; Data Processing; Higher Education; Industry; *Information Centers; Information Networks; Library Networks; *Management Information Systems; *Microcomputers; Office Management; Technological Advancement; *Technology Transfer
IDENTIFIERS- Computer Centers; Decision Support Systems; Electronic Mail; *Office Automation; Strategic Planning

Proceedings of the 1984 CAUSE conference on information management and new technologies are presented. Contents include 49 papers covering seven subject areas: issues in higher education, managing the information resource, innovative technologies, office automation/networking, microcomputer issues and applications, promises and perils of technology, and applications. Also provided are five papers on different aspects of the information center in higher education and summaries of special interest sessions. Information is included on 14 company presentations as well as exhibits covering new information technology available to colleges. A paper based on Lloyd Vaughn Blankenship's keynote address, "An Amateur's View of the Information Revolution in Academe," is provided, and Edward T. Foote II's address on the importance of strategic planning in higher education is briefly noted. Topics covered by the other papers include: computer-related costs, evaluating computer center personnel, managing software development using the critical path method, selecting microcomputer network configurations, networking library and computer services, electronic mail, decision support systems for strategic planning, a statewide reporting system, and the use of new technologies at specific colleges. (SW)

ED 255 176 IR 011 545

Wieman, Jean
Computer Technology in Curriculum and Instruction Handbook: Introduction.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Dec 83
NOTE- 19p.; For related documents, see ED 247 918 and IR 011 546-548. The Practitioners' Directory referred to in the document is out-of-print. Use of colored paper may limit reproducibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; *Computers; Computer Science Education; *Computer Software; Evaluation Criteria; Glossaries; Information Sources; Policy Formation; *Program Development; *Staff Development
IDENTIFIERS- *Computer Uses in Education; Software Evaluation; Washington

This guide is the first in a series of documents that constitute a handbook offering assistance to teachers and administrators in making decisions about: (1) the potential uses of computers in classroom settings; (2) development and management of programs; (3) direct instructional applications and instructional support functions; (4) staff development for teachers and administrators in learning about the computer itself; (5) selection of appropriate computer hardware and software; and (6) where, how, and when to obtain additional information. This introductory booklet includes a brief discussion of the use of computers in curriculum and instruction and specifically in Washington state, why the handbook was developed, the needs the handbook addresses, what the component parts of the handbook include, how the guides are organized, plans for handbook dissemination, and a glossary. Concluding background information gives the focus and goals of the Computer Technology in Curriculum and Instruction Task Force. (LMM)

ED 255 221 IR 051 068

Link, Terry; And Others

Michigan State University Library. A Final Report from the Public Services Research Projects. Non-Users of the MSU Libraries: An Assessment of Characteristics, Perceptions, and Needs at Michigan State University. One of a Series of Self Studies and Research Projects.

Association of Research Libraries, Washington, D.C. Office of Management Studies.; Michigan State Univ., East Lansing. Univ. Libraries.

SPONS. AGENCY- General Electric Foundation, Ossining, N.Y.

PUB DATE- Jan 85

NOTE- 46p.; For related documents, see IR 051 066-074.

AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($15.00 per copy, prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Libraries; *College Faculty; *College Students; Higher Education; Information Needs; Library Administration; Library Facilities; Library Materials; Library Planning; Library Research; *Library Services; Position Papers; Research Libraries; Self Evaluation (Groups); *User Satisfaction (Information); Use Studies

IDENTIFIERS- *Michigan State University

This self-study--part of a series of studies conducted at Michigan State University Libraries--was designed to elicit information regarding non-use of the library by members of the academic community. A telephone survey questionnaire was administered to a stratified systematic sample of students and faculty members, and 1,260 students and 211 faculty members were interviewed. Frequent users among the students differed significantly from infrequent users in several ways: frequent users were more likely to be expected to write term papers and short papers, while infrequent users were more likely to report that library use was irrelevant to their coursework, there were too many demands on their time, the library was too complex, or its location was inconvenient. The chief difference between frequent and infrequent users among the faculty was the perception of need. Infrequent users were more likely to report they had no need to use the library. The importance of the library as an information source was rated very or extremely high by 97% of the faculty and 84% of the students. The questionnaires and their results are appended. (Author/THC)

ED 255 316 PS 015 037

Stewart, Abigail J.; Copeland, Anne P.
Gender Differences in Children's Experiences of the Family.
PUB DATE- Oct 84
NOTE- 11p.; For related document, see PS 015 306. Paper presented at the Annual Meeting of the National Council on Family Relations (San Francisco, CA, October 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Childhood Attitudes; *Child Rearing; Daughters; Discipline; Divorce; Family Role; Fathers; Longitudinal Studies; Mothers; *Parent Attitudes; *Parent Child Relationship; Parent Role; Rating Scales; *Sex Differences; Sex Role; Sons
IDENTIFIERS- Life Span Development

Data from three projects were analyzed with two questions in mind: Do boys and girls attend and respond to different aspects of family life? and, do children in general experience the family as sex-differentiated? Results were expected to add to understanding of the sources of gender differences in adults' orientations to marriage and parenting. Retrospective data regarding adults' recall of their parents' behavior were available from the Family Relationships and the Pregnancy and Parenthood projects. In addition, from the Family Changes Project a great deal of data were available from a younger generation of 6- to 12-year-olds. The latter information concerned participating children's perceptions, feelings, and beliefs about both parents (who had recently separated). While variables and data from each project were different, similar questions could be asked across the studies. Results indicated inconsistent child gender differences. However, there were differences in children's views of mothers versus fathers. In general, mothers were described as being warmer but also more authoritarian and controlling. Finally, there were also some differences in the ways children of different genders viewed their mothers and fathers, and some indications that the current generation of children is not as differentiated by their parents along gender lines as previous generations. (CB)

ED 255 329 PS 015 053

Kulik, Chen-Lin C.; Kulik, James A.

Effects of Ability Grouping on Elementary School Pupils: A Meta-Analysis.

PUB DATE- Aug 84
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Grouping; *Academic Achievement; Class Organization; Elementary Education; *Elementary School Students; Enrichment; Gifted; Meta Analysis; *Self Concept

A meta-analysis of findings from 31 separate studies showed that ability grouping has significant positive effects on the academic performance of elementary school children. The benefits of grouping tended to be small in the typical study of achievement --an increase from the 50th to the 58th percentile for the typical student in a grouped class. One subgroup of studies, however, produced especially clear effects. In this type of study, students of high ability, or "gifted" students, were put into special classes in which they received enriched instruction. Studies of this type usually reported significant results and usually reported effects on achievement that were moderate in size. Meta-analysis also showed that ability grouping had trivially small effects on the self-concepts of elementary school pupils. (Author/RH)

McNamara, Kevin T.; Deaton, Brady J.
Educational Expenditures and Education Measures.
Virginia Polytechnic Inst. and State Univ., Blacksburg.
PUB DATE- Feb 85
NOTE- 24p.; Paper presented at the Annual Meeting of the Southern Agricultural Economics Association (Biloxi, MS, February, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Community Characteristics; Economic Factors; *Educational Economics; Educational Finance; Elementary Education; Expenditure per Student; *Input Output Analysis; *Longitudinal Studies; Models; *Research Methodology; Rural Areas; *School Effectiveness; Scores
IDENTIFIERS- Virginia

Measures of school achievement over a 4 year lag period in Virginia's 95 school districts were used to investigate the relationship of investment in education to student achievement since variations in spending among counties would have four years to affect student achievement levels. Because educational output is a function of selected inputs--some of which can be modified by local decision makers--analysis of the production relationship of public education is of particular importance to rural communities faced with limited tax revenues. Analysis of the lagged 1974 cross-sectional achievement scores (grade four) and 1978 achievement scores (grade eight) showed that increasing local inputs for public education had a positive influence on educational output (standardized achievement test scores). The population measure was also significant, providing some support for the hypothesis that the complex community interactions available in more populous areas have a positive influence on educational production. However, using the 1974 data as both input and output measures suggested completely different conclusions; per capita income became the primary determinant of educational achievement and increasing expenditures for education would not necessarily improve school performance. Policy decisions based on research that does not incorporate the proper lag structure could provide results far different from those intended by decision makers. (BRR)

ED 255 063 FL 014 949

Thao, Cheu; Robson, Barbara
Phau Xyaum Sau Tsiaj Ntawv Hmoob = Alphabet Workbook for Hmongs.
Center for Applied Linguistics, Washington, D.C.
PUB DATE- 82
NOTE- 40p.; For related documents, see FL 014 948-951.
LANGUAGE- Hmong
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; *Handwriting; *Letters (Alphabet); Workbooks; Writing Exercises; *Writing Skills
IDENTIFIERS- *Hmong

A workbook in the Roman alphabet for Hmong speakers begins with exercises in basic shape recognition and reproduction and contains a variety of exercises in printing, recognizing, and combining upper and lower case letters. (MSE)

Slackman, Elizabeth A.; Hudson, Judith A.
Filling in the Gaps: Inferential Processes in Children's Comprehension of Oral Discourse.
PUB DATE- Oct 84
NOTE- 26p.; Paper presented at the Annual Boston University Conference on Language Development (9th, Boston, MA, October 12-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Deduction; Discourse Analysis; *Listening Comprehension; *Logical Thinking; Recall (Psychology); Story Telling; *Young Children
IDENTIFIERS- *Inference Comprehension; *Inferences

This study looked at preschool and first-grade children's ability to draw script-based and text inferences in comprehension of stories they heard. In two experiments, children were asked to recall brief stories and answer two inference questions: one script inference question requiring them to fill in information about the event that was not specifically stated in the story, and a text inference question requiring them to infer relationships between story propositions that could not be inferred on the basis of event knowledge alone. In one experiment the text inference question required a propositional inference on the basis of two premise statements in the story, and in the other experiment the text inference question required an invited inference based on children's real world knowledge. Results suggested that children aged 4 to 6 years are better able to draw inferences based on schematically organized event knowledge than inferences requiring the construction of relationships between propositions not already represented in a schema. Results suggest that text inference questions are inherently more difficult than script-based inference questions and that invited inference questions are easier for children in this age group to answer than propositional inference questions. It is concluded that development of inferential processing in oral text comprehension is characterized as a progression from automatic use of a familiar schema to more purposeful deductive reasoning. (MSE)

Computer Conferencing and Electronic Messaging. Conference Proceedings (Guelph, Ontario, Canada, January 22-23, 1985).

Guelph Univ. (Ontario).
REPORT NO.- ISBN-0-889-55-027-1
PUB DATE- Jan 85
NOTE- 219p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computers; Design Requirements; *Information Networks; *Man Machine Systems; *Online Systems; Program Descriptions; *Teleconferencing
IDENTIFIERS- Computer Users; Computer Uses in Education

This 21-paper collection examines various issues in electronic networking and conferencing with computers, including design issues, conferencing in education, electronic messaging, computer conferencing applications, social issues of computer conferencing, and distributed computer conferencing. In addition to a keynote address, "Computer Conferencing: More than Electronic Mail," (Jacob Palme), the following papers are included: "Conversations: An Alternative to Memos and Conferences" (Larry L. Peterson and Douglas E. Comer); "User Friendliness at 300 Baud (The Cosy Approach to the Human Interface)" (Alastair Mayer); "On What the User Expects" (Richard Mason); "The Educational Application of Computer Conferencing for Teachers in Ontario" (Linda Harasim and E. Marcia Johnson); "The Structure of Message Sequences in Computer Conferences: A Comparative Case Study" (Margaret Ellis and Elaine McCreary); "Computer Conferencing: A Tool to Enhance Graduate Student Learning" (Madge Brochet); "Experiences with the Design and Implementation of the Envoy 100 Messaging System" (Irene Shumada); "Interconnecting Electronic Mail Systems: Interim Solutions from Bitnet and Mailnet Experiences" (Dan Oberst); "International Standards for Messaging" (Oskar Stubits); "Experiences with Electronic Message Networking" (D. Julian M. Davies); "Reactions of Scientists to the Structure and Contact of an International Computer-Based Conference (Jo Tombaugh); "The Blend Experiment: Computer Conferencing Communications within a Body of Scientists" (Peter Dodd); "Computers and Group Communications: The Law Forum Experiment" (Jennifer K. Bankier); "From Mail to Conferencing: Experiences of a Middle Management Group" (Ellen Pearson); "Group Productivity: Beyond Conferencing" (Tom Carey); "Social Psychology of Computer Communications" (Mike Lougee); "Social Psychology and the Design of Computer Conferencing Systems" (Warren Thorngate); "Some Preliminary Reflections on the Social and Human Aspects of Electronic Conferencing" (Ted Swart); "The Grand Conferencing System: A Distributed Network of Peer Server Machines" (Robert A. Flavin); and "Distributed Computer Conferencing--The GILT Project" (Jacob Palme). (LMM)

ED 255 289 PS 014 868

Williams, David L.; Chavkin, Nancy Feyl
Guidelines and Strategies to Train Teachers for Parent Involvement.
Southwest Educational Development Lab., Austin, Tex.
PUB DATE- Dec 84
NOTE- 56p.; For related documents, see ED 225 681-682, ED 245 368-369, ED 253 327, and ED 254 509.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Resources; Elementary Education; *Elementary School Teachers; Guidelines; Higher Education; *Inservice Teacher Education; Instructional Materials; Material Development; *Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; Participative Decision Making; *Preservice Teacher Education; Teaching Guides
IDENTIFIERS- Conceptual Frameworks; *Parent Involvement In Education Project; Texas

This document highlights the development of guidelines and strategies for teaching preservice and inservice elementary school educators about parent involvement. Based on previous Parent Involvement in Education Project research and on input from experts and professionals actively engaged in teacher education and/or parent involvement, strategies are divided into two areas: (1) guidelines and strategies for training teachers about parent involvement in children's learning, and (2) guidelines and strategies for training teachers about parent involvement in shared decision making. Each set of guidelines takes account of knowledge, understanding, and skills and includes related strategies for preservice and inservice training. The personal framework, the practical framework, and the conceptual framework are identified as three essential components of the ideal teacher training program. Assumptions essential to guideline and strategy development are discussed, and definitions of terms are provided. Guidelines and strategies are designed to be used in a range of teacher training situations but are not seen as a prescriptive plan. Rather, they can be used as a framework for planning courses, modules, seminars, or workshops on parent involvement as well as for developing training materials. (Charts of the strategies and an extensive list of selected resources and references are included.) (AS)

ED 255 356 SE 045 289

Suydam, Marilyn N.

Assessing Achievement across the States: Mathematical Strengths and Weaknesses.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Dec 84

NOTE- 228p.

CONTRACT- NIE-400-78-0004

AVAILABLE FROM- SMEAC Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., Room 310, Columbus, OH 43212 ($12.00).

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Numerical/Quantitative Data (110) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Academic Achievement; Data Analysis; *Educational Assessment; Educational Research; Elementary Secondary Education; *Error Patterns; Evaluation; *Mathematics Achievement; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Testing

IDENTIFIERS- *Mathematics Education Research; State Mathematics Assessments

Data from 32 state assessments in mathematics (conducted in 1984 and earlier) are analyzed in this document. The high degree of variability across the states is stressed, with some of the points of variation in the test development, administration, and analysis process noted. Information is then presented on topics on which students are doing well and those with which they are having difficulty. Achievement trends and achievement patterns by topic are summarized on tables and graphs, and the conclusions of a 1978 analysis are verified. That students are achieving rather well on computation, especially with whole numbers, was confirmed, while there is an indication that problem solving continues to be of concern. Appended are the sets of data on mathematical achievement from the state reports. Six pages of references cited by state are also listed. (MNS)

ED 255 385 SE 045 481

Walker, J. M., Ed.
Weather Education. Proceedings of the International Conference on School and Popular Meteorological Education (1st, Oxford, England, July 1984).
Royal Meteorological Society, Bracknell (England).
REPORT NO.- ISBN-0-948090-00-6
PUB DATE- Jul 84
NOTE- 279p.
AVAILABLE FROM- Royal Meteorological Society, James Glaisher House, Grenville Place, Bracknell, Berkshire RG12 1BX, England (4 pounds).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; Computer Oriented Programs; *Curriculum Development; Developing Nations; Elementary Secondary Education; Foreign Countries; Higher Education; Mathematics Education; *Meteorology; Professional Associations; *Science Curriculum; Science Education; *Science Instruction; *Teaching Methods; *Weather

The First International Conference on School and Popular Meteorological Education was designed to: (1) examine the need for the general public to be educated in science and mathematics in order to live in today's high technological society; (2) note special attributes that meteorology possesses as a vehicle to teach science and mathematics to all levels, especially to very young children; and (3) discuss methods and programs already underway that can increase scientific and mathematical literacy. These proceedings consist of papers presented at the conference. Among the subject areas addressed in these papers are: the case for scientific and meteorological literacy; activities of the World Meteorological Organization, the Royal Meteorological Society (including its Australian Branch), and the American Meteorological Society; case studies of teaching meteorology, ranging from primary schools to college; use of media (including radio, television, observational data, and photographs), microcomputers, weather watchers networks, and field courses in teaching meteorology; and communicating meteorological knowledge in developing countries. Also provided is information about conference workshops and exhibitions, future prospects, and recommended courses of action to improve general weather literacy. (JN)

ED 255 020 EC 172 079

Gruenhagen, Kathleen A.; Mohr, Laura L.

A Psychovocational Evaluation Model: A New Perspective for Testing Handicapped Students.

PUB DATE- Mar 85
NOTE- 13p.; Paper presented at the CEC/NERRC National Conference on Secondary, Transitional, and Postsecondary Education for Exceptional Children (Boston, MA, March 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Interdisciplinary Approach; *Models; School Psychologists; Secondary Education; *Vocational Evaluation; Vocational Interests
IDENTIFIERS- *Psychovocational Model

The Psychovocational model, which features a multidisciplinary team approach to composite, ecological testing in planning appropriate career/vocational goals for handicapped students, is described. The model incorporates reevaluation of each teenaged handicapped student in five areas: (1) intelligence, (2) achievement, (3) social-emotional behavior, (4) interests, and (5) vocational aptitude. The evaluation is used to predict the student's skill potential as well as social and attitudinal adjustments needed for successful future work. Examples of instruments appropriate for use in each of the five areas are cited. The model is intended to provide vocational data that can be incorporated into the written psychological report. (CL)

ED 255 035 FL 014 917

Sinclair, William C.; And Others
Beginning Kpelle: A Course for Speakers of English.
San Francisco State Coll., Calif.
SPONS. AGENCY- Peace Corps, Washington, D.C.
PUB DATE- 68
NOTE- 454p.; A Liberian Language Research Project.
CONTRACT- PC-82-1942
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- African Languages; Classroom Techniques; Cultural Education; Curriculum Guides; Dialogs (Language); Grammar; Instructional Materials; *Introductory Courses; Language Skills; *Second Language Instruction; Second Language Learning
IDENTIFIERS- *Kpelle; Peace Corps

The curriculum guide for a beginning level course in Kpelle for English speakers first offers 25 lessons designed for a 300-hour course. The materials, developed for classroom use, are suitable for use with a native Kpelle-speaking tutor, and suggestions for this application are offered. Each lesson is divided into three sections. The first consists of useful expressions and dialogues for memorization. The second section, containing grammar points and drills, is a systematic introduction to the basic features of the language. The third section contains cultural information and presents language learning activities such as improvisational use of the diaglogues. The guide concludes with an extra unit on learning language outside the classroom through the aid of a tutor.

ED 255 049 FL 014 933

Goldman, Susan R.; And Others

Applying First-Language Skills to Second-Language Comprehension: Narrative Comprehension by Spanish-English Speakers. Bilingual Education Paper Series, Vol. 6, No. 12.

California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

PUB DATE- Jul 83

NOTE- 25p.; Revised version of a paper presented at the Annual International Bilingual and Bicultural Education Conference of the National Association for Bilingual Education (12th, Washington, DC, February 17-20, 1983).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Bilingual Education; Bilingualism; Children; Elementary Education; English; English (Second Language); Interlanguage; *Language Acquisition; Language of Instruction; *Listening Comprehension; Logical Thinking; *Reading Comprehension; Recall (Psychology); *Second Language Learning; Spanish; *Transfer of Training

A group of studies of children's understanding of narratives, the degree to which knowledge available in the child's first language is used in understanding second-language input, and the relationship between knowledge use in two languages as children become bilingual and acquire age-appropriate literacy skills are discussed. The subjects were bilingual children in kindergarten through fifth grade with either English or Spanish as a first language. Their reading and listening comprehension of selected Aesop's fables was measured by means of story recall, "why," and moral-of-the-story questions. The results indicated that knowledge used to guide story comprehension in a first language is also used to guide it in the second language, contingent on mastery of basic auditory or orthographic coding skills in the second language. This finding reinforces the instructional practice of using the primary language as the language of instruction while English is introduced as a second language. In addition, while there may be some skills that require direct instruction, on which students may be expected to differ as a function of classroom lesson plans, these seem to be transitory, not persisting for more than one grade. The data also indicate that narrative comprehension skills as assessed in these studies are no different for students learning in either one language or two during elementary school. (MSE)

ED 255 064 FL 014 950

Xiong, Ge
Phau Xyaum Nyeem Zaj Lus = Beginning Hmong Reader.
Center for Applied Linguistics, Washington, D.C.
PUB DATE- 82
NOTE- 35p.; For related documents, see FL 014 948-951.
LANGUAGE- Hmong
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Agriculture; Animals; *Beginning Reading; Elementary Education; Health; Native Language Instruction; Natural Resources; *Reading Instruction; Reading Materials
IDENTIFIERS- *Hmorg; Tools

A collection of lessons for beginning reading instruction in Hmong includes 22 lessons on (1) natural resources (soil, water, rock and stone, trees, non-flowering fruit trees, and flowering fruit trees); (2) Hmong agricultural practices (planting vegetable gardens, choosing seeds, seed development, corn, cuttings, and spreading and standing crops); (3) animals (fish, land animals, amphibians, and reptiles, useful animals, harmful animals, turtles, and bats); (4) health (being healthy, healthful foods, and Hmong herbs); and (5) Hmong tools (tools for individual use and communal tools). (MSE)

ED 255 095 HE 016 653

Shattock, Michael, Ed.; Rigby, Gwynneth, Ed.
Resource Allocation in British Universities. SRHE Monograph 56.
Society for Research into Higher Education, Ltd., London (England).
REPORT NO.- ISBN-0-900868-97-X
PUB DATE- 83
NOTE- 194p.
AVAILABLE FROM- Society for Research into Higher Education, University of Surrey, Guildford, Surrey GU2 5XH ($9.75 British Pound).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; *College Administration; Comparative Analysis; Comparative Education; Decision Making; Educational Finance; Expenditures; Federal Aid; *Financial Policy; Financial Problems; Financial Support; Foreign Countries; Government School Relationship; *Higher Education; *Resource Allocation
IDENTIFIERS- *United Kingdom; United States

The ways that British universities allocate their resources are discussed, with attention to different styles, techniques, and decison-making structures. Since the purpose is to describe institutional models of resource allocation, specific universities are not identified by name. After identifying the sources of income and the breakdown of expenditures for United Kingdom universities, attention is directed to procedures for allocating funds for academic purposes, research, central services, premises, furniture and equipment, and central administration. The resource allocation mechanisms used by the government and the University Grants Committee (UGC) are also reviewed, along with the effect of these mechanisms on the universities. In describing the funding of universities since the early 1970s, consideration is given to the universities' adaptation to financial stringency and adjustments to cuts in UCG income that resulted from the July 1981 allocation letters. The market-oriented approach adopted by the Cranfield Institute of Technology is also addressed. Finally, resource allocation procedures in U.S. universities are described and compared to those in Britain, and implications for British practice are considered. (SW)

ED 255 123 HE 018 175

Higher Education Enrollment Forecasts. Washington State 1985-87 Biennial Budget.

Washington State Office of Financial Management, Olympia.

PUB DATE- Jan 85

NOTE- 66p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Age Groups; College Freshmen; *College Students; College Transfer Students; *Community Colleges; Demography; Enrollment Projections; *Enrollment Trends; Females; *Higher Education; Males; *Prediction; Private Colleges; School Holding Power; *State Colleges

IDENTIFIERS- Central Washington University; Eastern Washington University; Evergreen State College WA; Public Colleges; Student Flow Model; University of Washington; *Washington; Washington State University; Western Washington University

College enrollment forecasts for fall 1985 and 1986 and trends during 1979-1984 are presented for Washington State. Enrollment information is provided on the community college and four-year systems, as well as for five four-year institutions. The two forecasting methods are reviewed: an opportunity model, which projects college enrollment participation rates by age and sex; and a student flow model, which projects admission and retention patterns. Consideration is also given to issues related to the declining numbers of the traditional college age group, the relationship between the declining number of college-age persons and admissions standards, and increased competition for recruiting 17- to 22-year olds. Six assumptions for enrollment forecasting by age group and a statement of risks of enrolling above/below forecasted levels are included. Data for the two- and four-year systems and for the individual institutions cover: average annual headcount and full-time equivalents; actual and projected enrollments for freshmen, transfer, and continuing students; and male and female enrollments by age groups. Appendices include data on the variance of actual from budget targets for enrollment by institution. (SW)

ED 255 137 HE 018 192

McPheeters, Harold L.
Influencing the Distribution of Physicians and Other Health Professionals. Issues in Higher Education, No. 21.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 85
NOTE- 7p.
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, Atlanta, GA 30309.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Influence; *Demand Occupations; *Geographic Distribution; Government Role; Health Personnel; Higher Education; *Incentives; Inner City; Labor Needs; *Medical Education; Medical Services; *Physicians; Place of Residence; Rural Areas; *Selective Admission; Specialization; Student Loan Programs; Student Recruitment; Work Study Programs
IDENTIFIERS- United States (South)

Economic, social, and professional factors that influence where health professionals locate their practices are noted, and strategies to reduce maldistribution are discussed. Many strategies to influence the distribution of physicians and other health professionals are directed to recruitment, selection, and training of students. Other strategies concern fiscal incentives and community recruitment of practitioners who are already trained. The policies of special recruitment and preferential admissions have been used to locate rural students, minority applicants, and women who desire to work in underserved areas or specialties, including rural and inner-city areas and such specialties as family practice, psychiatry, and geriatrics, as well as public service programs. Other strategies that might be coordinated by states include: offering students loans or work-study contracts that are forgiven for service in needed areas, but that require severe penalties for defaults; providing strong academic instruction and clinical and residency training in needed specialties/settings; offering role models and counseling for practice in needed settings; involving communities in practitioner recruitment and aid; assuring reasonable income for work in need areas; and changing regulations and laws, such as licensure laws. (SW)

ED 255 150 HE 018 206

Davis, Jerry S.

Guaranteed Student Loan Program Default, Rates and Volumes by States for Fiscal Years 1981, 1982, & 1983. A Brief Report and Comparison of Patterns and Trends.

Pennsylvania Higher Education Assistance Agency, Harrisburg.

PUB DATE- Dec 84

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- College Students; *Comparative Analysis; Higher Education; *Loan Repayment; *State Agencies; *Student Loan Programs; Student Responsibility; Trend Analysis

IDENTIFIERS- *Debt (Financial); *Guaranteed Student Loan Program

Differences in Guaranteed Student Loan (GSL) default trends among 54 U.S. state/territory guarantee agencies were investigated, based on September 1981, 1982, and 1983 quarterly reports. The states/territories were grouped into four categories based on a classification of loan volumes and the agencies' years of experiences. Among findings are that: 57 percent of the net GSL program loan dollars that have ever been guaranteed by the program were guaranteed in fiscal years (FY) 1981, 1982, 1983; 49 percent of all the guaranteed loan dollars that have ever reached maturity did so in FYs 1982 and 1983, and 43 percent of all GSL dollars that have ever gone into default did so in FYs 1982 and 1983; default rates in the 31 state/territories with "new" guarantee agencies increased by about 4.1 percent, while default rates in 17 of 23 states with "established" agencies decreased; and about 26.7 percent of the increase in default volumes was experienced with loans guaranteed by the new states. GSL data for the 3 years are presented for each state/territory on: net guarantee loan volumes, cumulative matured loan dollar volumes, cumulative default claim dollars, default claims rates, net default rates, and recovery rates (i.e., total cumulative dollars collected divided by cumulative dollars of default claims paid). (SW)

ED 255 207 IR 011 579

Computer Science 205. Interim Guide, 1983.
Manitoba Dept. of Education, Winnipeg.
PUB DATE- 83
NOTE- 274p.; For related documents, see IR 011 580-582.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; Computer Literacy; *Computers; *Computer Science Education; Course Objectives; Curriculum Guides; Foreign Countries; Learning Activities; *Problem Solving; *Programing; *Programing Languages; Secondary Education
IDENTIFIERS- *Manitoba

This guide to a 4-unit, required high school computer science course emphasizes problem solving and computer programming and is designed for use with a variety of hardware configurations and programming languages. An overview covers the program rationale, goals and objectives, program design and description, program implementation, time allotment, language requirement, format and sequencing, hardware, software, textbooks, and student evaluation. Objectives and suggested learning activities are listed for each unit. The first unit introduces the components of computer systems and their interrelationships, hardware and software development, and the use of stored programs. Unit 2 stresses the development of general problem solving techniques using algorithms expressed in flowcharts or psuedo-code. Unit 3 covers programming in psuedo-machine language, psuedo-assembly language, and high-level language. The final unit on programming techniques explains debugging and characteristics of a good program. Appendices contain information on spectre opcodes, structured programming, conditional statements, and suggestions for assignments. (LMM)

ED 255 234 IR 051 081

Neff, Evaline; And Others
Annual Report on LSCA Special Activities, FY 1983.
Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- Feb 85
NOTE- 292p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Disabilities; English (Second Language); Federal Programs; Hospital Libraries; Library Cooperation; Library Expenditures; *Library Facilities; *Library Services; Library Statistics; *Limited English Speaking; *Literacy; Literacy Education; Prison Libraries; Public Libraries *State Libraries
IDENTIFIERS- *Library Services and Construction Act

This compilation results from efforts of the State and Public Library Services Branch of the U.S. Department of Education to disseminate pertinent information submitted by the State Library Administrative Agencies on key LSCA (Library Services and Construction Act) program areas. Each report is written by an administrative librarian responsible for collecting these data from the fiscal year 1983 LSCA Annual Reports on file in the branch. Representing different styles of reporting on the FY 1983 LSCA expenditures, the collection comprises: (1) "Library Services to Physically Handicapped Persons" (Evaline Neff); (2) "Library Services to Persons with Limited English-Speaking Ability" (Evaline Neff); (3) "Library Services to the Institutionalized" (Trish Skaptason); (4) "Public Library Construction, LSCA II" (Nathan Cohen); (5) "Interlibrary Cooperation, LSCA III" (Dorothy Kittel); and (6) "The Literacy Challenge: A Report of LSCA Literacy Activities FY 82-FY 84" (Adrienne Chute). (THC)

ED 255 248 JC 850 108

Conrath, Nancy L.
Trends in Technology and Employment.
PUB DATE- Oct 84
NOTE- 17p.; Paper presented at the Future Studies Symposium, California Community Colleges (San Francisco, CA, October 23-24, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at... (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Education; *Employment Patterns; *Employment Projections; *Futures (of Society); Prediction; *Technological Advancement; Trend Analysis
IDENTIFIERS- *California

Drawing from literature on technological advances, economic trends, and employment and labor market projections, this paper provides an overview of trends and their implications for California. After briefly analyzing the characteristics and effects of the information age, the paper examines the growth and development of high technology industries; emerging technologies with immediate or near-term applications; the commercialization of new technologies; and the role of science and technology in economic development. The next section looks at employment trends, highlighting the effects of increasing global interdependence, workforce projections, and regional variation. Summary comments project the following: (1) developing technology will affect how work is performed but contribute little to total job growth; (2) overall income distribution is likely to flatten in the middle range and rise in high and low ranges; (3) economic change will occur rapidly, but unevenly, resulting in frequent worker displacement, and business starts and failures; (4) growth of high technology industries will be related to commercialization of products, with information processing technology growing faster than alternative energy or biochemical technology; (5) American and California output will largely depend on advantageous technical development, improved educational and training systems, increased productivity, and commercial diversity, and (6) global interdependence will continue to affect trade balances, monetary values, employment, and wages. (LAL)

ED 255 262 JC 850 131

Roberts, Ken C.; Warren, Elizabeth
Urban Community Colleges Transfer Opportunities Program, Ford Foundation. Project Report.
South Mountain Community Coll., Phoenix, AZ.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 31 May 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Articulation (Education); *College Transfer Students; Community Colleges; *Mentors; Minority Groups; School Holding Power; *School Orientation; *Student Personnel Services; *Transfer Programs; Two Year Colleges; Urban Education
IDENTIFIERS- *Urban Community Coll Transfer Opportunities Prog

This project report describes the participation of South Mountain Community College (SMCC) in Phoenix, Arizona, in the Ford Foundation's Urban Community Colleges Transfer Opportunities Program, and the activities developed at the college to guide students from the beginning of their college careers at SMCC through their transfer and retention at a four-year college or university. After providing background on the college and its clientele, the project overview outlines the three components of the program: (1) the College Orientation Program, a week-long program for entering transfer-oriented students which introduces key administrators and facilities and provides instruction in note-taking and test-taking; (2) the Mentor Program, which seeks to provide selected students with intensive and personalized support from faculty members during an entire semester; and (3) the University Orientation Program, a university course taught at SMCC, which covers topics including student motivation and goal setting, language facility, study and test-taking skills, and university resources and procedures. The next sections describe achievements to date in the three programs, highlighting the responsibilities of project staff, recruitment procedures, the range of activities undertaken by faculty mentors, and completion rates. After discussing the extent to which project objectives have been achieved, the paper discusses ways in which each of the program components have been modified and institutionalized at SMCC. (HB)

ED 255 303 PS 015 010

Ely, Margot

An Evaluation of the PAL/Consortium Computer Center Summer Computer Camp Equity Project. Technical Report Number 2.

New York Univ., NY. School of Education, Health, Nursing, and Arts Professions.
SPONS. AGENCY- New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- Nov 84
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Involvement; Comparative Analysis; *Compensatory Education; *Day Camp Programs; Educational Innovation; *Home Programs; Low Income Groups; *Microcomputers; *Minority Groups; Program Evaluation; Research Problems; Summer Programs; *Young Children
IDENTIFIERS- *Computer Camps; Naturalistic Evaluation

This study is about the impact on students and their families when students used computers in a "summer camp" setting and when computers were introduced into the homes of students who normally could not afford to buy them. The computer camp project involved minority group students 8 to 10 years of age, in 2-hour sessions, 5 days a week for 6 weeks. Parents of students given microcomputers for home use also participated in a computer-training program. Naturalistic research techniques formed the core of the data collection, and findings of the naturalistic evaluation are discussed in terms of the following themes: base-line descriptions of child and parent characteristics, parent and student expectations, and final participants' impressions of the PAL/Consortium Computer Center Summer Computer Camp Equity Project. Supported by the private sector, community and national organizations, and the school system, the program proved effective in most ways. However, dividing the students into those with or without computers in the home was counterproductive. First, students without home computers had a larger drop-out rate and poorer attendance than students with computers at home. Second the "pure" two-group evaluation paradigm was not necessary. (RH)

Crow, Linda W.; Haws, Sue G.
The Effects of Teaching Logical Reasoning Upon Students' Critical Thinking and Science Achievement.
PUB DATE- 85
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Science; *Critical Thinking; Curriculum Development; *Geology; Higher Education; *Logical Thinking; Nonmajors; Science Education; *Science Instruction
IDENTIFIERS- Science Education Research

This study assessed the effectiveness of integrating logical thinking skills into a geology course designed for nonscience majors. Goals of the study were to: (1) design a unique set of materials that integrated logical skills and geological time and sequence; (2) implement these materials into the classroom instruction; and (3) test the effects on both geological achievement and critical thinking. Results show that a treatment group experienced significantly greater change than a control group in both critical thinking and geological achievement, demonstrating that college students can learn the complex rules of logical reasoning if those rules are presented in a manner understandable to them. In addition, the study demonstrates that college students are capable of applying these rules successfully in a setting such as geology. Although the full long-range impact of teaching logic as a reasoning tool has not yet been determined, the powerful implications such a tool has in increasing an individual's ability to think more critically and rationally are only beginning to manifest themselves in a wide range of possibilities. Future efforts need to focus on determining if this method can be successfully used in other sciences or with younger students. (JN)

Metcalf, Fay; Edwards, Catherine

Recent Works on American Society. An Annotated Bibliography for Educators.

Atlantic Council of the United States, Washington, DC.

PUB DATE- Feb 84

NOTE- 42p.

AVAILABLE FROM- The Atlantic Council of the United States, 1616 H St., N.W., Washington, DC 20006 ($3.00 prepaid; $1.50 for up to 500 copies).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *American Studies; Annotated Bibliographies; Economics; Foreign Policy; Geography; Global Approach; Higher Education; Popular Culture; Secondary Education; Social Change; *Social Studies; Sociology; Technology; United States Government (Course); United States History; World Affairs

Designed to enable European educators to obtain contemporary materials about American society, this annotated bibliography lists over 70 publications, most of which were published between 1963 and 1983. Following an introduction, the bibliography is arranged into seven chapters. Entries in sections I through IV focus on American foreign policy and international affairs (especially since 1945), the governmental systems of the United States, recent works on American history, and social and cultural change in the United States. While emphasis has been placed on contemporary materials, two classics on the U.S. governmental system--"The Federalist Papers" and Tocqueville's "Democracy in America" have been included. Emphasis throughout is on presentation of varying viewpoints on an issue. Section V presents an annotated list of 16 education and social science journals. Section VI lists three organizations specializing in curriculum and the social sciences. A final section lists the names and addresses of 47 publishers. Although intended primarily for European educators, American educators will also find this bibliography a useful resource for identifying and selecting materials to teach about American society. (LH)

ED 255 109   HE 018 141

Simmons, Fran
Declining Black Enrollments among Full-Time Undergraduates in N.J. Colleges and Universities, 1980-1983.
New Jersey State Dept. of Higher Education, Trenton.
PUB DATE- Dec 84
NOTE- 119p.
AVAILABLE FROM- Department of Higher Education, 225 West State Street, Trenton, New Jersey 08625.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Students; College Attendance; College Choice; *College Students; *Declining Enrollment; Employment Patterns; *Enrollment Trends; Full Time Students; Higher Education; High School Graduates; Noncollege Bound Students; State Surveys; *Student Mobility; Undergraduate Students
IDENTIFIERS- *New Jersey; Outmigration

Results of studying the trend of declining enrollment for black, full-time undergraduates in New Jersey are presented. Factors accounting for the enrollment decline of this group include entry into the labor force of a larger number of black high school graduates and an increase in the number of black students going to colleges outside of New Jersey. In addition, the number of black undergraduates enrolled through the Educational Opportunity Fund (EOF) program has declined. The data show that 418 fewer black full-time, first-time freshmen enrolled in New Jersey colleges in 1983 than in 1980, while there were 406 more high school graduates in 1983 than in 1980. About 75 percent of black freshmen annually are recent high school graduates from New Jersey. Options chosen by high school graduates other than college include attending nondegree-granting institutions, entering government service and the civilian labor force, and other activities, including homemaking. Attention is also directed to: the impact of out-migration, the recruitment power of colleges, and the contribution of the EOF programs. Appendices include data on enrollment trends by sector and profiles of specific colleges, along with a guidance counselor questionnaire. (SW)

ED 255 164 HE 018 220

Green, Joslyn, Ed.

Catalog of Changes. Incentives for Quality and Management Flexibility in Higher Education.

Education Commission of the States, Denver, Colo.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 84

NOTE- 73p.

AVAILABLE FROM- Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($8.00 per copy, quantity discounts available).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Board of Education Policy; *Change Strategies; College Administration; College Planning; *Educational Quality; Expenditures; *Financial Policy; Governance; Governing Boards; *Higher Education; Resource Allocation; *State Boards of Education; *Statewide Planning

IDENTIFIERS- Colorado; Connecticut; Florida; Idaho; Kentucky; Louisiana; Maryland; Massachusetts; Minnesota; Missouri; Ohio; Oklahoma; Tennessee; Virginia; Washington

Policy changes in state higher education since the early 1980s are described. For each innovation, the problem and impetus for change are described, as well as the results. Contact persons and some publications are identified. While two states addressed both quality and flexibility in fiscal reform, 13 states had incremental reforms addressing either quality or flexibility. The innovations concern: broad authority for governing boards (Colorado), central planning of major change (Minnesota), institutional control of tuition (Connecticut), academic scholars program and fund (Florida), permanent funding for faculty positions (Florida), reviewing programs and funding improvements (Florida), lump sum rather than line-item appropriations (Idaho), campus control rather than central accounting and procurement (Kentucky), program review's effect on allocations (Louisiana), easing of budget regulations (Maryland), a unitary board's unitary budget (Massachusetts), program review as a budget component (Missouri), better prepared freshmen (Ohio), coordinated data on programs and finances (Oklahoma), improving student performance (Tennessee), relating funding to enrollment (Tennessee), special funds for excellence (Virginia), and defining minimum expenditures to maintain quality (Washington). (SW)

ED 255 177 IR 011 546

Hiblar, Bill; Newman, Joan
Computer Technology in Curriculum and Instruction Handbook: So You Want to Use Computers.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Dec 83
NOTE- 59p.; For related documents see ED 247 918 and IR 011 545-548. Use of colored paper may limit reproducibility. A few pages may not reproduce well due to small print, but these pages are contained in ED 195 247. Some copyrighted material removed due to lack of reproduction permission.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Check Lists; *Computer Assisted Instruction; *Computer Literacy; *Computers; *Educational Planning; Elementary Secondary Education; Inservice Teacher Education; Program Descriptions; *Program Development; *Program Implementation; Purchasing
IDENTIFIERS- *Computer Uses in Education; Washington

The second in a series on educational computing for teachers and administrators, this booklet offers a checklist for use in making decisions about program development, 11 case studies illustrating how teachers in Washington state have initiated programs, and a collection of articles on various aspects of educational computing programs. The checklist covers developing a plan, assessing readiness, designing instruction, computer placement, selecting software and hardware, funding, and inservice planning. Each of the 11 case studies includes a brief description of the setting, how interest began, steps taken, characteristics of the present program, and recommendations to others. The following article reprints are included in the resources: "How to Help Teachers Cross Over to Computers"; "Overcoming Fear of Unknown"; "An Approach to Integrating Computer Literacy into the K-8 Curriculum," by Beverly Hunter; "Evaluating Software: Be Hard on Software"; and "Choosing Hardware: Before Buying Computers." (LMM)

ED 255 222 IR 051 069

Michigan State University Public Services Study Report. One of a Series of Self-Studies and Research Projects.
Association of Research Libraries, Washington, D.C. Office of Management Studies.; Michigan State Univ., East Lansing. Univ. Libraries.
SPONS. AGENCY- General Electric Foundation, Ossining, N.Y.
PUB DATE- May 84
NOTE- 132p.; For related documents, see IR 051 066-074.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($15.00 per copy, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Collections; *Library Facilities; Library Materials; *Library Personnel; Library Planning; Library Research; *Library Services; Position Papers; Research Libraries; Self Evaluation (Groups); User Satisfaction (Information)
IDENTIFIERS- *Michigan State University

This self-study--part of a series of studies conducted at Michigan State University Libraries--was undertaken to make recommendations for improvements in public services. The study team was directed not to limit its analysis to immediate concerns, but also to take a long-term view of the development of library service. Task forces were organized around the following issues: distribution and use of staff; library instruction; facilities; periodicals access and control; undergraduate services; and user needs. In reviewing the library facility and recommending changes, the study team was primarily concerned with additional space for the seriously overcrowded Government Documents, Research, and Science Libraries; providing a logical sequence for users entering the building and requiring assistance; and locating the various public service desks in logical relationship and proximity to one another so as to enable users to make efficient use of their time in the library. The study team's recommendations are presented in four broad areas: (1) facilities; (2) services; (3) staffing; and (4) collection and collection access. A study team history, an environmental profile, an inventory of public services, a list of major issues, and the task force charges are appended. Task force reports may be ordered from the Association of Research Libraries. (THC)

ED 255 276 JC 850 147

Deegan, William L., Ed.; Gollattscheck, James F., Ed.
Ensuring Effective Governance. New Directions for Community Colleges, Number 49.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-87589-739-6
PUB DATE- Mar 85
NOTE- 117p.
CONTRACT- 400-83-0030
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($8.95, prepaid).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Collective Bargaining; *College Administration; *Community Colleges; *Governance; Governing Boards; School District Autonomy; State School District Relationship; Student Role; Teacher Role; Trustees; Two Year Colleges

This collection of articles addresses major questions of community college governance and highlights some of the changes that have taken place in governance over the past decade. The issue contains: (1) "State Power in a New Era: Threats to Local Authority," by Dale Tillery and James L. Wattenbarger; (2) "Power on the Periphery: Faculty and Student Roles in Governance," by Richard L. Alfred; (3) "Governance and the Shifting Role of the Board of Trustees," by Edmund J. Gleazer, Jr.; (4) "Collective Bargaining: The Conflict Model as Norm?" by Richard J. Ernst; (5) "Governing the Multiunit District: A Decade of Change," by Benjamin R. Wygal; (6) "Toward a New Paradigm: Governance in a Broader Framework," by William L. Deegan; (7) "Developing and Maintaining Governance," by James F. Gollattscheck; and (8) "Sources and Information: Community College Governance," a bibliographic review of ERIC literature by Jim Palmer. (HB)

ED 255 317 PS 015 038

Bondi, Edith F.
Language in Childhood Song.
PUB DATE- Feb 85
NOTE- 9p.; Paper presented at the Conference of the Association for
Children and Adults with Learning Disabilities (San Francisco, CA,
February 20-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052) Speeches, Conference Papers,
"Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Creative Activities; Creative
Dramatics; Creative Writing; Diction; *Dictionaries; Grade 2; Music
Education; Primary Education; Reading Skills; *Singing; *Vocabulary
Development; *Vocabulary Skills; Young Children
IDENTIFIERS- *Songs

The purpose of this study was to design a strategy for teaching young children the information expressed in words of selected songs. Out of five classes of from 25 to 30 seven-year-old students, 86 students were selected for observation. The investigator chose 18 songs from a song textbook to be taught for the first 12 weeks of school. During the first 10 minutes of each school day, the investigator used a piano, chalkboard, and tape recorder to teach correct word pronunciation, enunciation, and vocabulary definition. (Each child had a textbook, dictionary, and notebook.) The words of the songs were pronounced by the teacher and students; read from the songbook, the chalkboard, and dictionary; and written in the notebooks. Words were always studied in song rhythm. Song words were discovered in other print sources and were used in original stories, poems, radio announcements, and field trip reports. Song words were replaced with new ones in the same melody. Children looked for root words, suffixes and prefixes, singular and plural forms, synonyms and antonyms, parts of speech, verb tenses, and language patterns in songs. By the end of the school year, all 18 songs were used in an operetta and dramatized for other classes. These activities and the techniques used to teach the songs had many observed benefits for the children. (CB)

ED 255 330 PS 015 054

Lyons, Judith A.; And Others
Sex Differences in Aggressive and Withdrawn Behavior on the Playground.
PUB DATE- Aug 84
NOTE- 6p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Elementary Education; *Elementary School Students; Foreign Countries; *Peer Relationship; Playground Activities; *Sex Differences; Videotape Recordings; *Withdrawal (Psychology)
IDENTIFIERS- *Quebec (Montreal); *Within Group Differences

An exception to most observational studies examining sex differences is Ladd's (1983) study of popular, average, and rejected children, which reported sex differences within as well as across groups. Like Ladd's research, the present study looks at sex differences within and across subsamples of boys and girls, comparing the playground behavior of peer-identified aggressive, withdrawn, aggressive-withdrawn, and contrast group children. Special attention is given to sex differences within the aggressive-withdrawn group since it is hypothesized that this group may resemble Ladd's rejected group. Subjects were 117 students from grades 4 through 6 at two French-speaking elementary schools in Montreal, Canada. After group assignments were determined by scores on the Pupil Evaluation Inventory, each subject's playground behavior was videotaped. Tapes were scored by observers using a specially developed code focusing on extent of sociality in play, sex of peer with whom interactions took place, frequencies of aggressive/mock aggressive acts, and motor level. Some expected sex differences were found across groups. Contrary to expectations, boys did not spend more time than girls in a group of peers, nor did they spend significantly more time in play. Predictions regarding sex differences within groups were not supported. Unexpectedly, sex difference in aggression was more than twice as prominent among contrast group subjects than among aggressive children. (RH)

ED 255 343 RC 015 218

McNamara, Kevin T.; And Others
Education as an Investment in Human Capital and Manufacturing Employment Growth.
Virginia Polytechnic Inst. and State Univ., Blacksburg.
PUB DATE- Feb 84
NOTE- 25p.; Paper presented at the Annual Meeting of the Southern Agricultural Economics Association (Nashville, TN, February, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Development; Economic Factors; Educational Economics; Employment Opportunities; *Employment Potential; *Human Capital; *Manufacturing Industry; Models; *Public Education; *Role of Education; Rural Areas
IDENTIFIERS- *Economic Growth; Virginia

Recent studies of rural manufacturing employment have presented conflicting evidence about the relationship between human capital and local economic development at a time when competing claims for local investment funds could potentially undermine support for public education. The purpose of this paper is to: (1) develop the conceptual linkage between public education as a local investment in human capital and local economic growth; (2) critique the body of research that has attempted to link changes in manufacturing employment with local education investments; and (3) present new research findings that help clarify the nature of this important conceptual linkage. Measures for the stock and flow of human capital are developed, followed by estimation of a Virginia industrial location model designed to test hypotheses about education's role in manufacturing employment growth. Although the model's results are mixed, this is not seen as a contradiction of the importance of human capital stock and flow. It is suggested that future research give more attention to establishing the proper conceptual framework linking local investments in schooling and other forms of increasing labor quality with different patterns of economic development. (BRR)

ED 255 021 EC 172 080

Anderson, Joan, Ed.; Black, Talbot, Ed.

Mainstreaming in Early Education. Monograph (Number 2).

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Mar 83
NOTE- 91p.
CONTRACT- 300-82-0369
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Proceedings (021)
DESCRIPTORS- *Disabilities; *Mainstreaming; *Parent Role; *Preschool Education; *Student Characteristics; *Teacher Education

The monograph is intended to help administrators clarify issues regarding mainstreaming in preschool education. Four chapters are presented as outgrowths of a workshop on preschool mainstreaming. The first, "Fundamental Issues in Preschool Mainstreaming," by M. Guralnick, focuses on four issues: (1) understanding the purposes of mainstreaming; (2) evaluating its feasibility for a preschool program; (3) determining an appropriate mainstream setting for a child; and (4) finding and creating opportunities to mainstream preschoolers. "Personal Training for Mainstreaming Young Handicapped Children," by N. Peterson, lists specific training needs as viewed from perspectives of preschool teachers, administrators responsible for training, and parents. In "Child Characteristics and Outcomes Related to Mainstreaming," P. Strain and L. Cordisco address issues of instructional decisions and curriculum adaptations. The final chapter, "Parents and Preschool Mainstreaming," by D. Cansler and P. Winton, includes discussions of the impact of mainstreaming on parents as well as the impact of parents on mainstreaming. (CL)

ED 255 036 FL 014 918

Jacobson, Steven A.; McGary, Jane, Ed.
Central Yup'ik and the Schools. A Handbook for Teachers.
Alaska State Dept. of Education, Juneau. Bilingual/Bicultural Education Programs.

SPONS. AGENCY- Office of Civil Rights (ED), Washington, DC.
PUB DATE- 84
NOTE- 53p.; For related documents, see FL 014 919-920.
GRANT- G008200907
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alaska Natives; Bilingual Education; Cultural Influences; Dialects; Enrollment Rate; *Eskimo Aleut Languages; Grammar; Information Sources; Instructional Materials; Language Attitudes; *Language Usage; Linguistic Borrowing; *Minority Groups; Native Language Instruction; Nonverbal Communication; Oral Language; Phonology; Pronunciation; *Sociocultural Patterns
IDENTIFIERS- *Yupik; *Yupik Eskimos

This is one of a series of handbooks designed to assist classroom teachers, bilingual-bicultural education and special education program staff, counselors, and school administrators in instructional services for students from native Alaskan language groups. The unique sociocultural and linguistic characteristics of Yup'ik speakers as they relate to the school setting are addressed in this volume. Educational resources such as recommended readings; a listing of school districts enrolling students from this group; and sources of information, materials, and instructional assistance are provided. A map shows the distribution of Eskimo languages throughout the Arctic and a prefatory section discusses the study of language in general. Subsequent sections address these topics: the Aleut-Eskimo language family and the place of Yup'ik in it, dialects within languages, literacy and education in Central Yup'ik, the Yup'ik writing system, bilingual education, a comparison of Yup'ik and English (phonology, grammar, local English, Yup'ik-influenced English, discourse and nonverbal communication, linguistic borrowing, the Yup'ik numeral system, and the teacher's role), and the Yup'ik Eskimo culture. A Yup'ik alphabet chart, lists of resources, and enrollment data are also included. (MSE)

Tsawb, Vwj; And Others
Phau Qhia Nyeem Ntawv Hmoob Dawb = White Hmong Literacy Primer.
Center for Applied Linguistics, Washington, D.C.
REPORT NO.- ISBN-0-82871-318-5
PUB DATE- 83
NOTE- 170p.; For related documents, see FL 014 948-950.
LANGUAGE- Hmong
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Elementary Education; Instructional Materials; Literacy Education; Native Language Instruction; *Reading Instruction; *Writing Instruction
IDENTIFIERS- *Hmong

A primer for teaching Hmongs to read and write in their own language contains 67 lessons. It teaches literacy in the Roman alphabet used by Hmongs throughout the world, and is intended for students who have already learned to recognize and write the letters of that alphabet. The book uses spellings of the White dialect of Hmong (Hmoob Dawb) but speakers of Blue Hmong (Hmoob Leeg) will find it readily adaptable to the spellings of that dialect. The book first presents the vowels, diphthongs and tones to be learned by rote; it then teaches the single, double, triple and quadruple consonant letters. Each consonant or consonant group is taught via a key word, which is the focus of a short reading followed by reading exercises, writing exercises, and review. The book is intended for use in class situations, but has been designed to be maximally useful to the student working through the book on his own. (MSE)

ED 255 079 FL 014 977

Compton, Lawrence E.; Sanchez, James Joseph
Bibliography of Universally Available Curriculum Materials for the Russian Language. Occasional Publication 2.
Tucson Applied Linguistics Group, AZ.
PUB DATE- Apr 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Alphabets; Annotated Bibliographies; Contrastive Linguistics; Difficulty Level; Elementary Secondary Education; Grammar; Information Sources; *Instructional Materials; International Trade Vocabulary; Language Planning; Languages for Special Purposes; Linguistic Borrowing; Microfiche; Morphology (Languages); Phonology; Postsecondary Education; *Reference Materials; *Russian; *Second Language Instruction; Semantics; *Slavic Languages; Syntax; Translation; Vocabulary Development

A bibliography of brief annotations of instructional materials for the Russian language includes 93 documents from the Educational Resources Information Center (ERIC), the National Technical Information Service (NTIS), and the Joint Publications Research Service (JPRS), that do not go out of print and are widely available in depository systems. The documents (listed alphabetically, according to author's surname or name of preparing institution) cover these topics: grammar, syntax, semantics, morphology, phonology, linguistic borrowing and interlinguistic relationships, language standardization, stress and surnames, Slavic language typology, onomatopoeia, conversation, vocabulary development, orthography, the Cyrillic alphabet, typing, proverbs, reference works, dialects, transliteration to English, idioms, and Russian for international trade, aeronautics, general sciences, cybernetics and computer technology, design documentation, and technical translation. Listings are also included for U.S. Government Defense Language Institute curricula. (MSE)

ED 255 096 HE 016 878

Somers, Coralie; Small, David
Houston Area Survey of Employment Trends for College Graduates.
PUB DATE- Aug 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Community Surveys; *Employment Opportunities; Higher Education; Job Applicants; *Job Search Methods; *Labor Needs; Metropolitan Areas; Occupational Surveys; Personnel Needs; *Recruitment
IDENTIFIERS- *Texas (Houston)

The actual and projected level of demand in the employment of college graduates in the Houston, Texas, area was surveyed. Responses from 74 employers provided information on methods for recruiting college graduates and hiring levels for 13 occupational groups, including advertising, architecture, banking, computer software, construction, education, and manufacturing. Data are provided on the frequency of use of 12 recruiting methods, including career fairs, employment agencies, on-campus recruitment and want-ads. The actual and projected number of hires and percent change from 1981-1982 to 1982-1983 are also reported. A projected decrease of 19 percent in the employment of entry-level college graduates for all employers in 1983-1984 was found, along with an actual 30 percent decrease in employment of this group for 1981-1982 to 1982-1983. Campus recruitment was the most frequently used recruitment method for employers in the fields of public accounting, oil, manufacturing, and oil field service and equipment. Want-ads were also mentioned as a prime source in the categories of manufacturing, architecture/engineering, and oil field service and equipment. The field of education showed more variety in the use of recruitment methods. (SW)

ED 255 235　　　　　　　　　　IR 051 082

Penchansky, Mimi; Halicki-Conrad, Adam
The Beautiful and the Practical: Library Interior Design for Effective Service. A Bibliography on the Theme of the LACUNY 1985 Institute.
City Univ. of New York, N.Y. Library Association.
PUB DATE- 85
NOTE- 16p.
AVAILABLE FROM- Practitioners
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Accessibility (for Disabled); *Building Design; *Facility Improvement; *Interior Design; *Library Facilities; *Library Planning; Reference Materials; *Spatial Relationship (Facilities); Technological Advancement
IDENTIFIERS- City University of New York

Prepared for the 1985 Institute of the Library Association of the City University of New York (LACUNY), this bibliography on library interior design comprises the following sections: (1) Bibliographies, Guides, and Special Issues; (2) Library Buildings/General; (3) Library Buildings/Types of Libraries; (4) Planning: The Architect/Librarian Relationship; (5) Space Planning; (6) Interior Design; (7) Furniture/Lighting/Bookstacks/Shelving/Signage; (8) Renovation/Remodeling/Moving; (9) Technology; (10) Conservation/Environment; (11) Handicapped; and (12) Security and Safety. The bibliography includes more than 150 items, most of them published between 1970 and 1984. (THC)

ED 255 290 PS 014 966

Kontos, Susan; Fiene, Richard
Penn State/OCYF Day Care Project: Final Report of a Pilot Study.
SPONS. AGENCY- Pennsylvania State Univ., University Park.
PUB DATE- Jan 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Certification; Classroom Environment; Cognitive Development; Comparative Analysis; *Compliance (Legal); *Day Care Centers; Early Childhood Education; *Educational Improvement; *Evaluation Criteria; Evaluation Needs; Financial Support; Legislation; Nonprofit Organizations; Pilot Projects; Proprietary Schools; Quality of Life; Rating Scales; Social Development; *Standards; *State Standards
IDENTIFIERS- *Pennsylvania

In Pennsylvania compliance with state health and safety regulations for day care center licensing is monitored by administering the Child Development Program Evaluation (CDPE). This pilot study attempted to discover key indicators of day care center quality other than those measured on the CDPE and also to find out about the relationships between these quality indicators and child development. Ten day care centers were assessed using the CDPE and two other measures, the Early Childhood Environmental Rating Scale (ECERS) and the Caregiver Observation Form and Scale. Results indicated that nonprofit centers had higher scores on the two measures of quality than profit centers. However, children who attended profit centers had higher socioeconomic status and higher scores for cognitive, language, and social development. After a certain level of state compliance, program quality scores were found to fall as state compliance scores rose. A hierarchical multiple regression analysis to determine the predictors of child development revealed only one small effect for program quality. Ten items from the ECERS were found to be good predictors of overall program quality. It was concluded that compliance with state regulations is not an indicator of program quality, and that a comprehensive, state-wide study of day care quality should obtain separate samples of profit and nonprofit centers, should include lower and middle class children from each center, and should explore funding as a factor in day care quality. (CB)

ED 255 357 SE 045 423

Muller, Eugene
Evaluation of a Science/Mathematics Gifted Education Program for Junior High School Students.
PUB DATE- 85
NOTE- 50p.; Paper presented at the Annual Meeting of the American Education Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academically Gifted; Computer Science; Junior High Schools; Mathematics Education; Mathematics Instruction; *Program Evaluation; Science Education; Science Instruction; Science Programs; *Secondary School Mathematics; *Secondary School Science; *Student Attitudes; Talent
IDENTIFIERS- Mathematics Education Research; Science Education Research

A mathematics and science program for gifted and talented junior high students in Brooklyn, New York was designed to provide accelerated and enriched instruction in mathematics and enriched instruction in science and computer science. This program was evaluated to determine the congitive and affective changes that would indicate student growth and positive effects of the program and to determine what aspects of the program could be improved. Results show: (1) increases in overall mathematics performance, but no gains in achievement related to geometry or real numbers; (2) increases in overall science and biology achievement, but no gains in chemistry achievement; (3) positive student attitudes (toward school) at the beginning of the school year, but no increase during the year; (4) large gains in all areas of the computer science test; and (5) positive parent ratings of student performance in 14 school-related behaviors. In addition, subjects who belonged to a school computer club outperformed students who did not belong to the club. Recommendations are offered based on these and other findings. Two suggestions offered are to devote more class time to teaching chemistry and to revise the program's admission policy. (JN)

Penfield, Joyce
Chicano English: Implications for Assessment and Literary Development. Bilingual Education Paper Series, Vol. 6, No. 5.
California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.
SPONS. AGENCY- University of Southern California, Los Angeles. Dept. of Linguistics.
PUB DATE- Dec 82
NOTE- 35p.; A portion of this paper was presented at the American Association of Applied Linguistics (New York, NY, December 1981).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingualism; Classroom Techniques; Educational Strategies; *English; Error Patterns; *Interference (Language); Language Attitudes; Language Classification; *Language Role; Language Variation; *Literacy; Literacy Education; *Mexican Americans; *Nonstandard Dialects; Phonology; Sentence Structure
IDENTIFIERS- *English (Chicano)

Chicano English, spoken by many Chicanos and some Anglos, is an ethnic variety of English that serves as a marker of social identity, and it has specific linguistic parameters. It is similar to standard English, and often exists alongside interference English, spoken by Spanish-speakers beginning to learn English. Research supports the argument that Chicano English is a not just a product of language interference with Spanish, but is a dialect, but negative attitudes have kept it from being recognized as such, much as happened with Black English. Once Chicano English is accepted as an ethnic dialect, there are many implications for language assessment, particularly as research uncovers more specific diagnostic tools to distinguish the interference English speaker, who needs help through instruction in English as a second language, from the Chicano English speaker, who could profit most from a bidialectal approach. The dialect's linguistic parameters also have implications for literacy development, especially in writing, that are not always obvious. Knowledge of the differences, or interference, between Chicano and standard English can assist teachers in making fewer mistaken assumptions about presumed student error patterns. Although there is much to be learned about literacy development and Chicano English, and standard English can be used as a bridge to learning orthographic conventions, it would be a mistake to force Chicanos to adopt standard English speech in order to write standard English. (MSE)

ED 255 124 HE 018 176

Dependents' Education. Educational Assistance and Opportunities Information for Army Family Members. Department of the Army Pamphlet No. 352-2.

Department of the Army, Washington, D.C.

REPORT NO.- DA-Pam-352-2

PUB DATE- Aug 84

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Admission Criteria; Armed Forces; *College Attendance; Correspondence Study; *Dependents; Elementary Secondary Education; Eligibility; *Federal Aid; Higher Education; *High School Equivalency Programs; *Military Personnel; Military Schools; State Surveys; *Student Financial Aid; Veterans

IDENTIFIERS- Army; Department of Education; GI Bill; Veterans Administration; Veterans Educational Assistance Program

Information on educational assistance and opportunities for family members of active duty, retired, or deceased Army service members is provided. Eligibility and types of benefits and programs described are grouped in the following categories: educational financial aid for family members of veterans; educational opportunities for active duty personnel and their families; educational financial aid programs related to military service; federally-supported financial aid programs; adult high school completion programs for adult Army family members; and Army family member educational opportunities (e.g., Department of Defense Dependents Schools). The following five Department of Education financial aid programs for graduate and undergraduate students are described, including criteria for applicants: Pell Grant program; Basic Educational Opportunity Grant program, Supplemental Educational Opportunity Grant program, College Work-Study program, and Guaranteed Student Loan program. Appendices include: a list of state agencies and benefits provided to dependents of Vietnam era prisoners of war and/or service members missing in action or killed in action; information on institutions offering external high school diploma programs or correspondence courses; and results of a state and U.S. territory survey of adult high school completion programs. (SW)

ED 255 138 HE 018 193

Myers, Michael M.
Veterinary Medicine: Supply and Demand in the South.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 84
NOTE- 20p.
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, Atlanta, GA 30309 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Animal Husbandry; Comparative Analysis; Demand Occupations; *Employment Opportunities; *Enrollment Trends; *Geographic Distribution; Higher Education; Labor Needs; *Labor Supply; National Surveys; *Veterinarians; Veterinary Medical Education
IDENTIFIERS- *United States (South)

Trends in veterinary school enrollments and the demand for veterinary services in 14 southern states and the United States are reviewed to help states monitor veterinarian supply and demand. Highlights include the following: in 1984-1985, southern veterinary medicine schools will produce twice as many graduates as they did a decade earlier; the south's 10 veterinary medicine schools graduated almost 700 veterinarians in 1983-1984; a somewhat higher percentage of baccalaureate recipients enter veterinary medicine schools in the South than in the nation as a whole; the gap between the South and the country in the number of active veterinarians per 100,000 population has narrowed, and the South is expected to reach the national average in the late 1980s; food animals and products accounted for $18 billion of farm income in the South in 1981, representing 46 percent of the total; in 1970 one of every three veterinarians in the South had a predominantly small animal practice; in 1981 the number was two of every three; and the proportion of veterinarians in the South who maintained a predominantly large animal practice in 1981 was virtually the same as in 1970 (one-sixth), but the proportion of veterinarians in mixed practice dropped from one-half in 1970 to one-eighth a decade later. (SW)

ED 255 151 HE 018 207

Code of Ethics.
American Sociological Association, Washington, D.C.
PUB DATE- Jul 84
NOTE- 9p.
AVAILABLE FROM- American Sociological Association, 1722 N Street, N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agency Role; *Authors; *Codes of Ethics; College Faculty; Foreign Countries; Higher Education; *Professional Associations; Publications; *Researchers; *Social Scientists; Sociology; Teacher Responsibility; Teacher Student Relationship
IDENTIFIERS- *American Sociological Association; *Sociologists

The American Sociological Association's code of ethics for sociologists is presented. For sociological research and practice, 10 requirements for ethical behavior are identified, including: maintaining objectivity and integrity; fully reporting findings and research methods, without omission of significant data; reporting fully all sources of financial support in publications as well as any special relations to a sponsor; not accepting funding or research assignments that may violate these ethics; developing explicit agreements for joint projects with colleagues or students, preferably in writing, and covering division of work, compensation, access to data, and rights of authorship; and carefully stating significant qualifications on the research findings and interpretations when findings are relevant to public policy or debate. Also covered are requirements for sociologists who conduct research in foreign countries or who work outside of the academic setting, ways to respect the rights of research populations, the publications and review process, and teaching and supervision. Policies and procedures of the Association's Committee on Professional Ethics concerning the interpretation of the code and investigation of complaints brought under it are also stated. (SW)

ED 255 192 IR 011 562

Computers in Education: Goals and Content.
California State Dept. of Education, Sacramento.
PUB DATE- 85
NOTE- 22p.
AVAILABLE FROM- Bureau of Publications, California State Department of Education, PO Box 271, Sacramento, CA 95802-0271 ($2.50 per copy plus sales tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Computer Science Education; Computer Software; *Educational Objectives; Learning Activities; *Problem Solving; Program Implementation; Skill Development; *Social Problems
IDENTIFIERS- California; *Computer Uses in Education

This document offers a perspective on the use of computers in education to assist California educators with the design and implementation of educational activities that encourage the effective and creative use of computers and computer software throughout the school curriculum. It is organized in six strands, each identifying a basic core of skills. Strands cover the following topic areas: (1) operation of computer systems; (2) computer assisted learning; (3) computer applications, including word processing, electronic spreadsheets, database managers, and programming; (4) problem solving with computers, including communication skills and the thinking skills of describing the problem, breaking down the problem, developing algorithms, anticipating outcomes and finding unforseen results, generalizing a problem solution, and testing and debugging; (5) computer science; and (6) societal impact of computers. A rationale for each strand explains important uses of or presents general knowledge about computers. Examples of learning activities are included to clarify the intent of the content, but grade levels for their use are not indicated. (LMM)

K-3 Computer Awareness. Interim Guide.
Manitoba Dept. of Education, Winnipeg.
PUB DATE- 85
NOTE- 300p.; For related documents, see IR 011 579-582.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Literacy; *Computers; Computer Software; Curriculum Guides; *Educational Objectives; Elementary Education; Foreign Countries; History; *Learning Activities; Primary Education; Problem Solving; Programing
IDENTIFIERS- *Manitoba

The first of three parts of a computer awareness program for grades K-9, this guide includes objectives, implementation suggestions, and varied student activity worksheets for a five-unit, primary computer literacy program. A program overview includes the program rationale, goals, description and development, time allotment, and objectives for K-3 computer awareness. A discussion of program implementation covers hardware, gender equity, special needs, and student evaluation. Integration of computer awareness with subject areas is addressed and a K-3 Computer Awareness Integration Chart is included. The first unit introduces the use of the microcomputer in the classroom and describes procedures for microcomputer care, handling, moving, and scheduling. Unit 2 focuses on student interaction with exemplary educational courseware and on understanding the input/processing/output sequence and procedural thinking. Unit 3 examines the development of calculation aids, and the fourth unit prepares students for future work with computers. The final unit promotes awareness of computer technology in the home, school, and community, and emphasizes integration with the social studies and language arts curricula. (LMM)

ED 255 249 JC 850 112

Priest, Bill J.; And Others
A Study of Public Higher Education in the Oklahoma City Area with Special Focus on Community College Services. Report on the Delivery of Comprehensive Community College Services in Metropolitan Oklahoma City.
Oklahoma City Community Coll., OK.
PUB DATE- Sep 84
NOTE- 109p.; Prepared for the Oklahoma City Community College Board of Regents for presentation to the Oklahoma State Regents for Higher Education and the Oklahoma Legislature.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Planning; *Community Colleges; Computer Oriented Programs; Cost Effectiveness; *Delivery Systems; Educational Technology; Educational Television; Educational Trends; Extension Education; Institutional Characteristics; Program Development; Two Year Colleges; Urban Education

In response to a legislative mandate, a study was conducted to identify and address the basic factors which should be considered in the expansion of postsecondary educational opportunities in metropolitan Oklahoma City, with specific focus on the steps to be taken by Oklahoma City Community College (OCCC). Study findings, based on demographic data, market trends, costs analysis, and manpower needs, included the following: (1) a modest rate of growth in the Oklahoma City area and a slight increase in the age of the citizenry is expected; (2) the northeast and northwest sectors of Oklahoma City lack adequate service by community colleges; (3) there is minimal coordination between Rose State College and OCCC, which were both assigned Oklahoma County and the surrounding area as their service area; (4) state-level structures for coordination and cooperation are required to avoid unwarranted duplication and competition in the expansion of postsecondary education; (5) technological and traditional off-campus instructional delivery systems and extended extension offerings can help meet educational needs cost effectively; and (6) many opportunities for cooperative training efforts with business and industry exist in the area. The report includes a section on background of the study, a national and state overview of changing patterns in higher education, a profile of metropolitan Oklahoma City, a description of the current status and future prospects of OCCC, a discussion of the potential use of alternative delivery systems, and recommendations for meeting the area's educational needs. (LAL)

ED 255 263 JC 850 132

Capps, Joan P.
Mathematics Laboratory Focus, Fall, 1985.
Somerset County Coll., Somerville, N.J.
PUB DATE- 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Community Colleges; *Individualized Instruction; *Mathematics Instruction; *Program Costs; *Remedial Mathematics; *Tutorial Programs; Two Year Colleges
IDENTIFIERS- *Mathematics Laboratories

Procedures to be followed in the development of a mathematics laboratory at Somerset County College are presented in this paper. Introductory material outlines the advantages of a laboratory setting in independent and self-directed study; and highlights the two basic characteristics of successful lab programs (i.e., their comprehensiveness in terms of support services and their institutionalization into the academic and social mainstream of the college). This section also stresses the need for standardization of teaching and evaluation practices. Next, the functions of the mathematics laboratory are articulated in the areas of basic skills instruction, which is self-paced and study-oriented and is offered via audio/videotapes, tutors, and computer-assisted instruction; and an open walk-in laboratory to serve the dual purpose of basic skills classroom and "open tutorial" laboratory for students with math problems. The next sections focus on the budget for math lab personnel; balancing the tutor budget for the 1985-86 academic year; and the equipment and instructional material needs of the lab for 1985-86, including printed medium, audio-visual components, and furniture. Outlined also are types of handouts available concerning procedures for tutors, test taking, audio-visual equipment, and administrative procedures. Appendices include flow charts and a teacher questionnaire. (HB)

ED 255 277 JC 850 148

Samuels, Frank

A Creative Partnership for the Community College and Business and Industry in Occupational Upgrading and Retraining.

PUB DATE- 18 Mar 85

NOTE- 25p.; Paper presented at the Annual Meeting of the Commission on Institutions of Higher Education (Chicago, IL, March 17-20, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Role; *Community Colleges; Continuing Education; Educational Needs; *Labor Education; *Nonschool Educational Programs; *Retraining; *School Business Relationship; Two Year Colleges

Major issues involved in developing a partnership between community colleges and business and industry for occupational upgrading and retraining are discussed in this paper. After introductory comments highlight the importance of economic renewal for America in the coming decades and the role of retraining and upgrading of the work force in that process, the rise of education and training efforts by business, industry, and sectors other than collegiate institutions is considered. The current educational role of corporations and the fact that 72% of the 64 million participants in postsecondary education are learning through non-school organizations are stressed. The following section outlines factors influencing collaboration between colleges and business and industry, including the increased skill requirements that have resulted from technological change. Next, the potential role of the community college in responding to business/industry needs is emphasized in the areas of: (1) remedial and pre-entry level training; (2) entry-level training; (3) critical skill training; (4) skill upgrading and retraining; and (5) displaced worker training. Then, ways of strengthening the relationship between community colleges and business/industry are presented, focusing on the accessibility, cost effectiveness, and quality of community college programs and the benefits of improved cooperation. (HB)

ED 255 304 PS 015 011

Terpstra, Jake
Licensing of Children's Services.
Children's Bureau (DHHS/OHS), Washington, DC.
PUB DATE- Nov 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Certification; Child Advocacy; Childrens Rights; *Child Welfare; *Day Care; Day Care Centers; Early Childhood Education; Family Day Care; Foster Care; Group Homes; Parent Responsibility; Placement; *Quality Control; Social Responsibility; *Standards; *State Legislation; State Licensing Boards

The purpose of licensing is to provide protection in circumstances in which people are vulnerable and to mandate that positive services will be provided. The common denominator of human vulnerability in licensed children's services is the fact that the children are in the care of someone other than their families. Licensed services include family day care homes, day care centers, child placing agencies, family foster homes, and child care institutions. Licensing mandates a basic level of quality because it is the floor below which it is not legal to operate. Licensing is selective in that it usually follows children who are placed by public agencies or children whose care is paid for by public agencies. Licensing also increases following tragedies and scandals that receive public attention. Strong arguments exist for administering licensing at the state level, but state level licensing means that there is variation in standards from state to state. Licensing for child placing agencies has been one of the least effective areas. In all kinds of licensing, multiple forms of protection are needed, i.e., credentialing of individuals, program accreditation, and parent involvement (especially in day care). Licensing, like any form of regulation, may interfere with the rights of persons who wish to carry out a certain enterprise, but society has a legitimate interest in protecting the welfare and rights of children. (CB)

ED 255 372 SE 045 466

Fisher, Darrell L.; Fraser, Barry J.
Using Short Forms of Several Classroom Environment Scales to Assess and Improve Classroom Psychosocial Environment.

PUB DATE- 85
NOTE- 54p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Elementary School Science; Elementary Secondary Education; *Measures (Individuals); *Science Education; *Science Instruction; Secondary School Science; Social Psychology; Student Attitudes; *Test Construction; Test Validity
IDENTIFIERS- Science Education Research

Economical, short forms of three measures were developed to facilitate science teachers' use of classroom climate assessments. The Classroom Environment Scale (CES) is a 24-item measure requiring a true or false response for each item. The My Class Inventory (MCI) is a 25-item measure requiring a yes or no response for each item. The Individualized Classroom Environment Questionnaire (ICEQ) is a 25-item measure requiring a Likert-type response for each item. When each instrument was administered to a large sample of science classes, results supported each scale's internal consistency reliability, discriminant validity, and ability to differentiate between the perceptions of students in different classrooms. Case studies involving use of the CES in a ninth-grade class and the MCI with sixth-grade students are included. Steps followed in both studies included: assessment (actual and preferred forms were administered); feedback (teachers considered profiles of mean class scores and identified actual-preferred discrepancies); reflection/discussion (deciding which classroom dimensions to change); intervention (activities aimed at changing the dimensions); and reassessment (determining if changes had occurred). In the junior high study, improvements occurred for the two dimensions (and only the two dimensions) on which change had been attempted. The paper includes a 7-page reference list. The ICEQ, CES, and MCI short forms are appended. (Author/JN)

ED 255 386 SE 045 483

Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.
Investigations in Science Education. Volume 11, Number 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 77p.
AVAILABLE FROM- SMEAC Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Flr., Columbus, OH 43212 (subscription $8.00, $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Serials (022) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Classroom Environment; Cognitive Development; College Science; *Curriculum Development; Elementary School Science; Elementary Secondary Education; *Environmental Education; Higher Education; *Science Curriculum; Science Education; *Science Instruction; Secondary School Science; *Student Attitudes
IDENTIFIERS- Misconceptions; *Science Education Research

Presented are abstracts and abstractors' analyses of nine studies related to curriculum and instruction. These studies focused on: (1) the status of environmental education in Kansas; (2) attitudes of Israeli students toward two versions of a curriculum titled Agriculture as Environmental Science; (3) interrelationships among teacher intentions, curriculum materials, teaching methodology, and potential outcomes through a qualitative analysis of a teaching episode in biology; (4) the effect of different amounts of structure in instruction on student performance; (5) a review of investigations using the Learning Environment Inventory (LEI) to assess classroom climate; (6) student cognitive level as a predictor of success in high school chemistry; (7) concerns of junior high school teachers who were implementing an Intermediate Science Curriculum Study (ISCS); (8) a self-paced instructional mode for basic chemistry and physics and its effects of college student achievement and attitudes; and (9) student beliefs about heat phenomena. (JN)

ED 255 400 SO 016 193

Rivizzigno, Victoria L.

Evaluating the Spatial Distributions of Ethnic Populations: A Quantitative Exercise for Undergraduates.

PUB DATE- Oct 84
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Toronto, Ontario, Canada, October 17-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; Blacks; *Ethnic Groups; *Geographic Distribution; *Geography Instruction; Higher Education; Human Geography; Introductory Courses; Learning Activities; Primary Sources; Statistics; Teaching Methods; Undergraduate Study; Whites
IDENTIFIERS- *Index of Dissimilarity; *Lorenz Curve; Quantitative Research

This exercise teaches undergraduate geography students to use the Lorenz Curve and the Index of Dissimilarity to assess the spatial distributions of the White, Black, and American Indian populations of the United States in 1980. Specific procedures for implementing the exercise are provided; solutions to the exercise are also included. Students used the "Statistical Abstract of the United States, 1982-1983" as the source of their data. The exercise was initially designed to be used in an introductory quantitative methods class where the students had minimal statistical and computer skills. As students' quantitative and computer skills have improved, variations of the exercise have been used. For example, the students now analyze the spatial distributions of the three ethnic populations at the census division, state, and county levels. The Lorenz Curve for the 50 U.S. states and the 67 counties of Alabama and the indices of dissimilarity are illustrated. The data of the original exercise were also used to develop exercises for the Friedman's Rank Sums and Kruskal-Wallis One Way Analysis of Variance and to illustrate the spatial inequality of U.S. ethnic populations in introductory human geography courses. (RM)

ED 255 066 FL 014 952

Thao, Cheu; Robson, Barbara

Mhong Language Council Conference (University of Minnesota, Minneapolis, August 12-14, 1982). Interim Report.

Center for Applied Linguistics, Washington, D.C.

PUB DATE- Aug 82

NOTE- 25p.

LANGUAGE- Hmong; English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Capitalization (Alphabetic); *Language Planning; Language Variation; Linguistic Borrowing; Phoneme Grapheme Correspondence; *Punctuation; *Spelling; Tone Languages; *Written Language

IDENTIFIERS- *Hmong; Mhong Language Council

The Mhong Language Council's 1982 conference had as its objectives: (1) a compromise spelling system to accommodate both White and Blue Mhong pronunciation; (2) simplification of the current Mhong spelling system; (3) review of approaches to the expression of foreign concepts in Mhong; and (4) adoption of capitalization and punctuation conventions for written Mhong. Some compromise spellings were achieved, especially in nasal consonants and lateral/glottalized consonants, and more work was recommended in vowels and tones. The only change in spelling agreed upon was from "ts" to "j" and some variations. With regard to expression of foreign concepts, it was generally agreed that Mhongs should try to express them in Mhong words and phrases rather than borrowing from outside sources, and that the convention of rewriting the foreign source of the loan translation in parentheses after the loan translation should be used. It was also decided that capitalization and punctuation conventions of English should be adopted, except in some areas of Mhong grammar in which the appropriateness of English conventions to Mhong grammatical structure is not yet apparent, pending further research. Further work is recommended, particularly regarding spelling compromise for the Mhong vowels. (MSE)

ED 255 110 HE 018 142

Third Annual Equal Postsecondary Educational Opportunity Status Report for the Period July 1, 1982-September 1983.

Maryland State Board for Higher Education, Annapolis.

PUB DATE- Nov 84

NOTE- 110p.

AVAILABLE FROM- Maryland Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Black Students; Change Strategies; *College Desegregation; Degrees (Academic); Educational Objectives; Employment Patterns; *Enrollment Trends; *Equal Education; Governing Boards; Master Plans; *Postsecondary Education; Racial Distribution; *State Colleges; *Statewide Planning; White Students

IDENTIFIERS- *Maryland; Public Colleges

The 1982-1983 report of the postsecondary desegregation progress in Maryland is presented. The goals of the 1980 plan and the status of attainment of the goals are discussed. Data are presented on enrollments, degrees granted, employment, and governing boards. For each state institution, a chart provides information on goals and recommendations, current activities, and proposed activities. Highlights on the progress include: the college entering rate for black high school graduates continued to be slightly higher than that of white high school graduates; after a 4-year decline in the percentage of black undergraduate students, there was a slight increase to 20.7 percent in 1983; the proportion of black graduate students in all institutions continued to decline in 1983; the proportion of blacks among first-professional fields of law, medicine, and dentistry was up from 1982; for the first time the University of Maryland at College Park attained the 1985 goal of 10 percent for black first-time freshmen, and among the historically-black institutions, Coppin DSttate College has met the 1985 freshmen goal. The state has achieved 14 of the 33 goals of the 1980 plan ahead of the target date, and most of the remaining goals have been partially met. The first part of the annual institutional report is appended. (SW)

ED 255 165 HE 018 221

McFadden, Ronald B.

Developmental Studies and the Black College Athlete: An Assessment of Remedial Services and Academic Attitudes of Athletes in Historically Black Colleges.

PUB DATE- 31 Mar 84
NOTE- 21p.; Paper presented at the Annual Conference of the National Association for Equal Opportunity in Higher Education (Washington, DC, March 31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Persistence; *Athletes; *Black Colleges; *Black Students; Comparative Analysis; *Developmental Studies Programs; Higher Education; *Remedial Programs; Student Attitudes; Student Participation; White Students
IDENTIFIERS- United States (Southeast)

A literature review on the effectiveness of developmental studies programs is presented, along with the results of a survey of developmental studies programs at predominantly white and predominantly black colleges in the southeast. Information is also provided on a survey of black college athletes' views of their academic environment. A total of 78 four-year and 39 two-year colleges from eight states responded to the developmental studies program survey. Nineteen of the institutions were predominantly black colleges. For the second survey, 66 athletes from black colleges provided information about their academic background and academic environments. The views of 19 athletic directors were also surveyed. It was found that 83 percent of the institutions had special programs for the academically disadvantaged. Respondents from developmental studies programs with 50 percent or more black college students indicated a significantly higher incidence of development program services than did respondents from predominantly white colleges. Only one third of the black college athletes was enrolled in such services, and the average rate of graduation of black athletes reported by athletic directors was 55 percent. (SW)

ED 255 178 IR 011 547

Cady, Lillian
Computer Technology in Curriculum and Instruction Handbook: Design for Staff Development.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 82
NOTE- 46p.; For related documents, see ED 247 918 and IR 011 545-548. Use of colored paper may limit reproducibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Computer Assisted Instruction; *Computer Literacy; Computers; Computer Science Education; *Educational Planning; Elementary Secondary Education; *Program Development; *Program Implementation; *Staff Development; Teachers
IDENTIFIERS- *Computer Uses in Education; Washington

This booklet, the third in a series of documents constituting a handbook for teachers and administrators on educational computing, identifies factors to consider when developing district or building level computer-relevant, staff development programs. It highlights the importance of staff development activities and suggests strategies for involving teachers and administrators in such activities. Characteristics, objectives, and activities of effective staff development programs are identified, and special problems in designing programs are listed. Appendices contain (1) a conceptual model for staff development and additional procedures and practices that aid effective staff development; (2) a list of staff development activities relevant to computers in curriculum and instruction, including programs, courses, and resources developed by local school districts, educational service districts, colleges and universities, and other public or private agencies; and (3) a selected 28-item bibliography on general staff development, as well as materials that address computers in curriculum and instruction, directed toward staff development. (LMM)

ED 255 318 PS 015 039

Flohr, John W.
Young Children's Improvisations: A Longitudinal Study.
PUB DATE- 23 Mar 84
NOTE- 12p.; Paper presented at the Music Educators National In-Service Conference (19th, Chicago, IL, March 23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Creative Development; Developmental Stages; Emotional Response; *Musical Composition; *Musical Instruments; Music Education; *Preschool Children; Preschool Education; *Psychomotor Skills
IDENTIFIERS- *Improvisation

The purpose of this study was to characterize the behavior of 2-, 3-, 4-, and 5-year-old children engaged in improvisational musical tasks. Ten subjects from each of the four age levels participated in the 4-year investigation, which lasted until the 2-year-olds reached 5 years of age. Children met individually with the investigator for 15 minutes at a time; each session involved three improvisational phases. During phase one, free exploration, each child was given a free opportunity to explore the xylophone. During phase two, guided exploration, the children's explorations were directed through two improvisational tasks: "let's pretend" (to evoke different emotions) and "conversations." During phase three, exploratory improvisation, the child was asked to improvise a melody while the investigator played a 24-measure bordun accompaniment. All sessions were recorded on cassette tape, and notes were written after each session. Results lent support to prior research indicating that characteristics of children's improvisations change in relation to chronological age. Improvisations were grouped into three stages. Stage one, motor energy, was characterized by plodding and accented durations. Stage two, experimentation, was characterized by the child's experimenting with many phrases and combinations. Stage three, formal properties, was characterized by repetition, larger formal structures, and decentered perception. Results were discussed in terms of implications for teaching practice. (CB)

ED 255 331 PS 015 057

The World of Daycare.

International Child Resource Inst., Berkeley, CA.

PUB DATE- 84
NOTE- 86p.
AVAILABLE FROM- International Child Resource Institute, 2955 Claremont Avenue, Berkeley, CA 94705 ($5.00, plus $1.50 shipping).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Caregivers; Classroom Design; Community Development; Comparative Analysis; *Day Care; *Day Care Centers; *Early Childhood Education; Educational Objectives; *Family Day Care; Foreign Countries; Infants; Parents; Playgrounds; *Preschool Education; Prisoners; Private Agencies; Program Descriptions; Public Agencies
IDENTIFIERS- China; France; Great Britain; Hong Kong; India; Infant Care; Italy; Kenya; Netherlands; Nigeria; Normal Children; Screening Programs; Sweden; United States; Zimbabwe

Articles contained in this first issue of the journal "Child Resource World Review" present information from a worldwide network of day care professionals. Specifically, Alice Honig compares child care in different countries. Sherrie K. Akinsanya reports on stressful aspects of early schooling for children in Nigeria. Sue Owen discusses childminding in Great Britain, and Gunnel Johansson advances a proposal for a pedagogic program establishing objectives of preschool education in Sweden. Child caregivers in the United States are described by Marcy Whitebook. Beverley Mehner Windjack lists design implications and appropriate design responses for environmental factors in an optimal playground for children. Terry De Martini and Elizabeth Pot respectively describe child care services in Hong Kong and Holland. A typical day in a Zimbabwe preschool is described by Michael Ncube and Hilda Mayo. An evaluation of other-than-mother infant care in Italy is provided by Helen Ross. Louise Rosenkrantz issues a call for information to establish a global perspective on programs for children whose parents are in prison. Asenath J. Sigot offers an overview of objectives, types, and current needs of day care centers in Kenya. Rachel Sebba and Arza Churchman discuss design principles for child care centers from a psychological perspective. Child care in the People's Republic of China is described by Jean Miner. Claire Vesin discusses screening for normal infants and young children in France, and Malene Karlsson reports on family day care in Sweden. Liew Siop Hai describes the developmental day care program of the Singapore People's Association, a community development agency. Concluding remarks offer a brief note on the programs of the Princess Esin Women's Educational Center in India. (RH)

ED 255 344 RC 015 219

Morse, Susan C.

Project Upgrade: Appropriate Age/Grade Placement for Migrant Children.

PUB DATE- May 83

NOTE- 12p.; Paper presented at the National Migrant Education Conference (Portland, OR, May 5, 1985). Translated by Susana Johnson.

LANGUAGE- English; Spanish

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Age Grade Placement; Change Agents; Change Strategies; Dropout Prevention; *Educational Strategies; Elementary Secondary Education; Evaluation; *Migrant Education; Migrant Programs; Parent School Relationship; Student Needs; *Student Placement; *Student Promotion

IDENTIFIERS- *Project Upgrade

Inappropriate grade placement of a migrant child frequently prevents the child from graduating. Statistics show that very few migrants graduate at age 20, and almost none have graduated at an age older than 20. Therefore, students who are placed two or more years below their grade level are virtually doomed to drop out of school. Project Upgrade assists districts to assign and reassign migrant children to the appropriate grade level. Briefly describing Project Upgrade, this paper, written in English and Spanish, outlines seven reasons why schools misplace migrants, six aids for promoting proper placement of migrant children when they first enter school, four rationales to the school for proper placement, six tools to have on hand five suggested procedures for parent education regarding upgrading, ways to cure improper age-grade placement, and six possibilities for those who have abandoned all hope of graduating. The paper briefly discusses when to upgrade students, special needs at the junior high school level, brainstorming about upgrading at the high school level, evaluation procedures (need assessment), and evaluation of Project Upgrade's effectiveness (short-term and long-term evaluation). (NQA)

ED 255 037 FL 014 919

Thompson, Chad; McGary, Jane, Ed.
Athabaskan Languages and the Schools. A Handbook for Teachers.
Alaska State Dept. of Education, Juneau. Bilingual/Bicultural Education Programs.
SPONS. AGENCY- Office of Civil Rights (ED), Washington, DC.
PUB DATE- 84
NOTE- 85p.; For related documents, see FL 014 918-920.
GRANT- G008200907
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alaska Natives; *Athapascan Languages; Bilingual Education; Classroom Techniques; Cultural Influences; Enrollment Trends; Information Sources; Instructional Materials; Language Attitudes; *Language Usage; Language Variation; Linguistic Borrowing; *Minority Groups; Native Language Instruction; *Sociocultural Patterns

This is one of a series of handbooks designed to assist classroom teachers, bilingual-bicultural education and special education program staff, counselors, and school administrators in instructional services for students from native Alaskan language groups. The unique sociocultural and linguistic characteristics of Athabaskan language speakers as they relate to the school setting are addressed in this volume. Educational resources such as recommended readings; a listing of school districts enrolling students from this group; and sources of information, materials, and instructional assistance are provided. A prefatory section discusses language study in general, and an overview of Athabaskan languages, with distribution maps, introduces the text. Subsequent sections focus on aspects of Athabaskan languages and culture: historical and sociocultural factors (traditional forms of education, oral literature, present linguistic conditions, and the history of contact with European-American society), linguistic characteristics of Athabaskan and English (word order, verbs, tense and aspect, plurality, gender, sound systems, cultural patterns of communication, and the use of nonstandard English), recommended classroom language instruction strategies, and Athabaskan sound systems. Lists of additional resources and enrollment data are appended. (MSE)

ED 255 080 FL 015 010

Spanish Language Arts. A Handbook for the Primary Teachers = Las artes del lenguaje espanol. Un manual para maestros de nivel primario.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 75
NOTE- 77p.; For related documents, see FL 015 011-023.
LANGUAGE- Spanish
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Bilingual Education; Class Activities; Curriculum Guides; Educational Objectives; Grammar; *Language Arts; *Listening Skills; Native Language Instruction; Primary Education; Reading Instruction; *Reading Skills; *Spanish; *Speech Skills; Spelling; Vocabulary Development; *Writing Skills

A teaching guide for teachers of language arts for native Spanish-speaking primary school students in the Chicago public schools consists of four sections and appendices. Part I introduces the concepts of the language arts program, its behavioral objectives, suggestions for teachers, and notes on the characteristics of students of this age group. Part II outlines the development of listening and speaking skills and five examples of related student activities. Part III discusses aspects of reading instruction: an eclectic approach, teaching the association of sound with letters, word-referent correspondence, a suggested plan to make reading automatic, and orthography. Five sample activities are also presented. Part IV addresses writing instruction and the development of an understanding of grammar, and suggests two activities. An alphabet with letter names, a vocabulary list, notes on language irregularities, and a bibliography are appended. The text is entirely in Spanish. (MSE)

Brademas, John
Remarks before the National University Continuing Education Association Annual Conference (69th, Atlanta, Georgia, April 14-18, 1984).
PUB DATE- 17 Apr 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Access to Education; *Adult Students; *College Role; *Continuing Education; Higher Education; Industrial Training; Labor Force Development; *Lifelong Learning; Public Policy; Retraining; *School Business Relationship; Student Needs

The role of colleges in providing educational opportunities for adults during the 1980s is discussed by the president of New York University. Relevant federal legislation is noted, along with New York University's programming for adults. The following five national priorities for adult education are considered: (1) more attention should be directed to education that helps workers in their jobs; (2) better training should be provided for displaced workers; (3) equal educational opportunity should be provided for adults; (4) the rate of adult illiteracy should be slowed; and (5) adults should be assisted to keep up with the phenomenal increase of new knowledge. It is claimed that prevailing patterns of education and training and governmental policies have not sufficiently changed to accommodate the adult learner. Recommendations to colleges include: colleges need to evaluate themselves and define their distinctive roles in providing adult education and to coordinate with other providers such as industry; rigorous standards for continuing education programs and highly qualified educators and administrators are needed; and schools need to be responsive to new markets and to special needs of adults. Innovative approaches to meeting adult learning needs are also summarized. (SW)

ED 255 152 HE 018 208

Beachler, Judith Anne
Higher Education and Economic Development: A Relationship.
Legislative Office for Research Liaison Inquiry No. 030-85-034.
Pennsylvania Legislative Office for Research Liaison, Harrisburg.

PUB DATE- 15 Mar 85
NOTE- 31p.; Review conducted for the Pennsylvania House Subcommittee on Higher Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; Change Strategies; College Role; *Economic Development; *Higher Education; Industry; *Labor Force Development; *Policy Formation; Productivity; Public Policy; *Research and Development; *School Business Relationship; Statewide Planning
IDENTIFIERS- *Pennsylvania

The relationship between higher education and economic development is discussed to help Pennsylvania state officials in policy development. In addition to listing labor force development efforts of Carnegie Mellon University, Community College of Allegheny County, and University of Pittsburgh, Massachusetts' economic strategies are summarized. Six key considerations for economic redevelopment for the 1980s are identified: linkages among business/industry, government, and university are essential; colleges and universities have been key actors in successful recent state and regional economic development activities; universities are excellent sites for conducting basic research and development (R&D), which is important to economic growth; the federal government has urged universities to seek more private sector R&D; colleges should help prepare workers for technical changes; and higher education should play a greater role in human resource planning and training. Strategies that Pennsylvania might follow to strengthen the higher education system are suggested. To help staff members of the House Higher Education Sub-Committee, an annotated bibliography is provided, covering 12 texts/journals, 9 documents about Pennsylvania, 4 documents about other states' strategies, and 8 organizations. (SW)

ED 255 209 IR 011 581

Computer Awareness 4-6. Draft Pilot Guide.

Manitoba Dept. of Education, Winnipeg.

PUB DATE- Jun 83
NOTE- 254p.; For related documents, see IR 011 579-582.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Literacy; *Computers; Computer Software; Curriculum Guides; *Educational Objectives; Foreign Countries; History; Intermediate Grades; *Learning Activities; Problem Solving; Programing
IDENTIFIERS- *Manitoba

The second of three parts of a computer awareness program for grades K-9, this five-unit guide includes objectives, notes and explanations, and suggested activities for developing basic concepts, skills, and attitudes related to computer technology for grades 4-6. Student activity worksheets are included for each unit. Unit 1 covers care for a computer and its peripherals, and demonstrates simple trouble-shooting techniques and the use of the "immediate" mode. Unit 2 identifies the components of a computer and explains their basic operations. In Unit 3 computer components and processes are introduced and internalized through a variety of concrete activities, most of which do not require a computer. Modern calculators, electronic games, and toys are compared and contrasted to the computers, and computer capabilities and limitations are examined. Unit 4 describes the development of calculation aids from finger calculators to computers, emphasizing the increase in complexity and capacity of calculation aides. The final unit emphasizes the basic understanding that people make computers work. (LMM)

ED 255 223 IR 051 070

Larson, Mary Ellen; Freivalds, Dace

Pennsylvania State University Libraries. A Final Report from the Public Services Research Projects. The Effect of an Instruction Program on Online Catalog Users. One of a Series of Self-Studies and Research Projects.

Association of Research Libraries, Washington, D.C. Office of Management Studies.; Pennsylvania State Univ., University Park. Univ. Libraries.

SPONS. AGENCY- General Electric Foundation, Ossining, N.Y.

PUB DATE- Jan 85

NOTE- 49p.; For related documents, see IR 051 066-074.

AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($15.00 per copy, prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Libraries; College Students; Higher Education; Intermode Differences; *Library Catalogs; *Library Instruction; Library Research; Library Services; *Online Systems; Position Papers; Self Evaluation (Groups); Student Attitudes; Teaching Methods

IDENTIFIERS- *Online Catalogs; *Pennsylvania State University

This study on the role of instruction in encouraging the successful performance of the first-time online catalog user examined three relationships to evaluate the effects of an instructional program: the comparative effectiveness of four instructional methods in orienting users to the online catalog; the influence of an instruction program on user reaction to the online catalog; and the role of instruction in influencing searching accuracy and efficiency over time. A pretest was administered to 253 participants, each of whom then received one of four instructional treatments: online instruction; printed pocket-guide; audiovisual slide/tape program; or librarian-led workshop. Two post-tests were administered, one at the conclusion of the instructional sessions and one six months later. An attitude survey, which measured user reaction to the online catalog, was also administered after the first post-test. An analysis of data collected from the 148 students completing the study indicates that: (1) three instructional methods--the pocket-guide, the audio-visual program, and the workshop--are effective for the first-time user; (2) Pennsylvania State's online catalog is a congenial system; and (3) the effect of online instruction as a "stand alone" method of instruction is unclear. No correlation was found between attitudes toward the online catalog and ability to search it accurately and efficiently. The population inventories, skill surveys, and results are appended (Author/THC)

ED 255 236 IR 051 083

Heise, George F.
An Examination of the Doubts and Skepticisms of a Group of Librarians Considering a Cooperative Computerized Circulation System, Bergen County, New Jersey.
PUB DATE- May 84
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adoption (Ideas); Attitude Change; Interlibrary Loans; Interviews; *Library Automation; *Library Circulation; *Library Cooperation; Library Networks; *Library Planning; Library Services; Observation; *Public Libraries; Technological Advancement
IDENTIFIERS- *Librarian Attitudes; New Jersey (Bergen County)

This paper examines the barriers to cooperation among a group of librarians and trustees in the Bergen County Cooperative Library System (BCCLS) in New Jersey as the group explored the potential advantages of a cooperative automated circulation system. This network of public libraries shares reciprocal borrowing, direct access to borrowing, and van delivery of books and materials. The paper is based on attendance at six sessions of the group's meetings, transcription of tapes of these meetings, review of the tapes, consultation of background documents, interviews with key people, and a review of the literature for guidance in identifying and comparing barriers to cooperation. Among the barriers identified and discussed are psychological barriers, lack of information and experience, traditional and historical barriers, physical and geographical barriers, and legal and administrative barriers. The group's progress is tracked through questions asked during the sessions and recorded in the minutes of BCCLS. Following a discussion of the issues addressed in these meetings, the document includes the transcripts from each of the six meetings held between December 1982 and February 1983. The meetings were led by a skilled consultant who emphasized that cooperation calls for a coordination of membership ideas and directives and a determination to resolve essentially minor differences in order to provide major benefits. A 25-item bibliography is included. (THC)

ED 255 291 PS 014 981

Generic Checklist for Day Care Monitoring.
Children's Services Monitoring Transfer Consortium.; Gibson-Hunt Associates, Washington, DC.
SPONS. AGENCY- Office of Policy Development, Washington, DC.
PUB DATE- Jan 85
NOTE- 13p.
GRANT- HHS/HDS-90-PD-10005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Check Lists; *Compliance (Legal); Computer Software; *Day Care; Early Childhood Education; Guidelines; Measurement Techniques; Predictor Variables; *Standards
IDENTIFIERS- *Program Monitoring

This guide presents the results of research on day care monitoring methods conducted by the Children's Services Monitoring Transfer Consortium. It suggests a set of generic predictor items that can be used to monitor day care providers' compliance with standards. The predictor items are at the licensing or minimal compliance level and have been found to be consistently significant predictors. The checklist covers the following areas in a child care program: administration, staff qualifications, environmental safety, health, and nutrition. The selected items also appear to have high face validity when compared with national day care standards. Information about the checklist is presented in two sections. The first section lists and discusses the items that research shows to be generic indicators of compliance with day care standards. The second section suggests ways for using the generic items in a monitoring program. In addition, an appendix briefly discusses related research and provides guidance for obtaining further information. (RH)

ED 255 358 SE 045 427

Renner, John W.; Cate, Jean McGregor
Measured Formal Thought and That Required to Understand Formal Concepts in Secondary School Biology.
PUB DATE- 85
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; *Biology; Cognitive Processes; *Comprehension; High Schools; Logical Thinking; Science Education; *Scientific Concepts; *Secondary School Science
IDENTIFIERS- *Formal Operations; Science Education Research

Students (N=22) enrolled in secondary school biology were evaluated for their abilities to use: combinatorial logic; correlational reasoning; separation and control of variables; exclusion of irrelevant variables; proportional reasoning; and probabilistic reasoning. Each student responded individually to six Piagetian tasks designed to measure their levels of function on the six variables. Students were then asked two questions. The first question (which tested understanding of the concept "Plant growth is not affected by chemicals.") required correlational reasoning, combinatorial logic, separation and control of variables, and exclusion reasoning. Although the 22 students could have shown formal thought 88 times, only 24 such instances were found. The second question (which tested understanding of the concept "Heredity and environment interact in the expression of traits.") required combinatorial, probabilistic reasoning, proportional reasoning, and separation of variables. Again, although it was possible to demonstrate formal thought 88 times, only 25 instances were found. These and other findings indicate that using specific formal operations with which students demonstrate they can function, is not a good predictor of success on a question whose satisfactory response requires those specific formal operation. Thus, the exact formal operations necessary to understand a formal concept need not be isolated. (Author/JN)

ED 255 022 EC 172 081

McLaughlin, John A.; Covert, Robert C.
Evaluating Interagency Collaborations. State Series Paper (Number 2).
North Carolina Univ., Chapel Hill. Technical Assistance Development System.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Jul 84
NOTE- 18p.
CONTRACT- 300-82-0369
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Cooperation; *Coordination; *Disabilities; *Program Evaluation

A procedure is outlined for understanding and evaluating interagency collaboration. Five steps are addressed: (1) understanding the context of an interagency collaboration (stages of development, communication channels used); (2) verifying the need for interagency collaboration (needs for increased client access to services and reduced duplication of services); (3) identifying solutions and plans to meet needs (components of agreements); (4) implementing the collaborative process (monitoring the degree to which the agreement is implemented as designed); and (5) determining the benefits and liabilities of collaboration. The information from the evaluation can then be used to suggest changes to increase accessibility to needed services with the least human and fiscal costs. (CL)

ED 255 125 HE 018 177

Governance of State Colleges and Universities: Achieving Institutional Mission.

American Association of State Colleges and Universities, Washington, D.C.

PUB DATE- Jan 85
NOTE- 6p.; Statement developed by the AASCU Committee on Governance and approved by the membership on November 19, 1984.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Responsibility; Administrators; *College Administration; College Faculty; College Presidents; College Role; College Students; *Governance; Governing Boards; Government Role; Government School Relationship; Higher Education; Position Papers; Public Policy; *State Colleges; State Government; *State Universities
IDENTIFIERS- *American Association of State Colleges and Univs; *Institutional Mission; Public Colleges

The roles and responsibilities of different constituencies in the governance of state colleges and universities are described, based on the position of the American Association of State Colleges and Universities. These constituencies include state legislatures, governing boards, system chancellors, presidents, faculty, middle management, and students. State colleges and universities need to continuously monitor the influences of their mission, and ensure that quality is sustained when adaptations occur. Three major changes experienced by academia since World War II are knowledge explosion, collective bargaining, and financial exigency. State government is responsible for providing adequate funding to enable the college to meet its goals and to insure access, while the governing boards have the ultimate responsibility for the development and operation of the institution. Board policy should clearly specify the role and status of the executive officer and the officer's relationship to the campus presidents. The college president's responsibilities include implementing existing board policies and recommending personnel matters and new policies to the board. The roles of faculty, administrators, and students are also addressed. (SW)

ED 255 139 HE 018 194

Diggs, Ruth W.; Roach, Laverdia Taylor, Ed.
The Role of Institutions in Higher Learning in Preventing or Minimizing Mental Retardation.
President's Committee on Mental Retardation, Washington, D.C.
REPORT NO.- DHHS-OHDS-84-21031
PUB DATE- Dec 83
NOTE- 77p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; College Instruction; *College Role; Delinquency; *Developmental Disabilities; Federal Legislation; Higher Education; Individualized Education Programs; *Intervention; Medical Evaluation; *Mental Retardation; Minority Groups; Neonates; Pediatrics; Police Action; Pregnancy; Prenatal Influences; *Prevention; Professional Education; *Special Education
IDENTIFIERS- Blue Ribbon Commissions

The reduction and prevention of mental retardation and the role of colleges in intervention are addressed in six articles. In "Current Status of Efforts in Prevention of Mental Retardation," Allen C. Crocker includes information on diseases and conditions that contribute to mental retardation. Kermit H. Diggs' article, "Tertiary Prevention: A Challenge to Institutions of Higher Learning," considers the training of professionals to help disabled children and the impact of Public Law 94-142 on tertiary prevention efforts. Additional articles and authors include: "The Role of Universities in Prevention of Mental Retardation and Developmental Disabilities," (Herbert J. Cohen); "Mental Retardation, Other Developmental Disabilities and Their Relation to Criminal Justice System Procedures: Implications for Institutions of Higher Learning" (Ruth W. Diggs); and "Role of Institutions of Higher Education in Prevention and Minimizing the Occurrence of Morbidity, Mortality and Mental Retardation Through Teenage Pregnancy Intervention and Prevention" (Martha M. Conley). "The Role of Institutions of Higher Learning in Preventing and Minimizing the Occurrence of Mental Retardation," is the title of two articles, one by Howard L. Sparks and Peter Mamunes and the other by Helen Bessant-Byrd, Paul B. Mohr, and Elaine P. Witty. (SW)

ED 255 179 IR 011 548

Collins, Sue; And Others

Computer Technology in Curriculum and Instruction Handbook: Resources.

Washington Office of the State Superintendent of Public Instruction, Olympia.

PUB DATE- Dec 83

NOTE- 95p.; For related documents, see ED 247 918 and IR 011 545-547. Use of colored paper may limit reproducibility.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; *Computers; *Computer Software; Elementary Secondary Education; *Information Sources; Programing; Programing Languages; Publications; Purchasing

IDENTIFIERS- *Computer Uses in Education; Software Evaluation; Software Reviews

This annotated bibliography and resource list is the fourth guide in a series that constitutes a handbook on educational computing for teachers and administrators. Citations include the title, author, publisher, copyright date, current price, and publisher's address. Research and journal articles are listed under the following topic areas: general, teacher inservice, students, networks, facility planning, word processors, science, mathematics, fine arts, social studies, and language arts/reading. Other resources are organized according to the following categories: (1) filmstrips, slides, audiotapes, and videotapes; (2) student texts and reference books; (3) books and pamphlets; (4) directories, guides, and indexes; (5) organizations; (6) resource centers; and (7) periodicals. Topics covered in the resources listed include computer literacy, computer assisted instruction, computer programming, programming languages, computers in education, computer graphics, purchasing microcomputers, and computer software. (LMM)

ED 255 193 IR 011 564

Williams, Fred D.
Educational Adventure Games.
PUB DATE- Oct 84
NOTE- 12p.; Paper presented at the Annual Conference of the North American Simulation and Gaming Association (23rd, Iowa City, IA, October 10-12, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Design Requirements; *Educational Games; *Instructional Design; *Interaction; Man Machine Systems; Puzzles; *Role Playing; Visualization
IDENTIFIERS- Adventure Games; *Computer Games

An adventure game is a role-playing game that usually, but not always, has some fantasy aspect. The role-playing aspect is the key element because players become personally involved when they assume a role, and defeat becomes personal and less acceptable than in other types of games. Computer-based role-playing games are extremely popular because they respond--often humorously--to input commands, and are visually vivid, regardless of their textual emphasis. The educational value of computer assisted instruction programs would be enhanced if the same active involvement could be utilized. Adventure games can be categorized into types which are exploitable in education, including the classical cave adventure that may involve a map; the puzzle type in which one must solve a problem in order to win; and a combination of map and puzzle type games. The games involve an interactive process in which the student is required to take control and make decisions. Using an adventure format to accomplish an educational goal is an effective approach that provides motivation and opportunities for role-playing, facing obstacles and challenges, and active learning. (LMM)

ED 255 250 JC 850 114

Cohen, Arthur M.; And Others
Transfer Education in American Community Colleges.
Center for the Study of Community Colleges, Los Angeles, Calif.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 9 Apr 85
NOTE- 313p.; Prepared as part of the Ford Foundation's Urban Community Colleges Transfer Opportunities Program.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Institutional Characteristics; *Minority Groups; Postsecondary Education; *Transfer Programs; Two Year Colleges; Two Year College Students; Urban Education
IDENTIFIERS- *Urban Community Coll Transfer Opportunities Prog

Stemming from the Ford Foundation's Urban Community Colleges Transfer Opportunities Program (UCCTOP), this report presents the results of efforts of the Center for the Study of Community Colleges to gather and analyze data on the 24 two-year colleges that received UCCTOP grants to advance transfer opportunities in urban, public community colleges. Chapter 1 discusses the state of transfer education in community colleges, particularly as it relates to the enrollment of minority students. Chapter 2 reviews the process of selecting the colleges that received UCCTOP grants. Chapter 3 profiles the UCCTOP colleges, giving particular attention to minority enrollment patterns. Chapter 4 covers the administrative organization and governance of the colleges, and the intersegmental articulation policies in the colleges' states. Chapter 5 offers data on faculty characteristics and attitudes regarding transfer education. In chapter 6, information on student characteristics, predisposition to transfer, characteristics that are predictive of transfer, and student satisfaction with the transfer function at the colleges is presented. Chapter 7 details the projects conducted by the colleges to enhance transfer opportunities for minority students. The last chapter offers recommendations concerning policy, organization, and program content, and considers the future of transfer education. (LAL)

ED 255 264 JC 850 133

Mitchell, Helen Buss

Continuing Education and the Pursuit of Excellence. NCCSCE Working Paper Series.

National Council on Community Services and Continuing Education.

PUB DATE- 85

NOTE- 12p.; Originally published as an insert in the Community Services Catalyst; v15 n2 Spring 1985.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Colleges; *Continuing Education; *Educational Quality; Leadership Styles; Organizational Climate; *Program Administration; *Program Effectiveness; Two Year Colleges

Adapting the principles outlined in "In Search of Excellence: Lessons from America's Best Run Companies" (Thomas J. Peters and Robert H. Waterman, Jr.) to the operations of continuing education departments, this paper discusses eight rules for success and provides examples of their application. Rule One, "Bias for Action," emphasizes the importance of taking an active role in student recruitment, business/industry linkages, and trend anticipation. Rule Two, "Close to the Customer," advocates that continuing education departments understand and respond to the wants and needs of the community. Rule Three, "Autonomy and Entrepreneurship," indicates that innovation rests upon the reduction of authority and accountability to the lowest possible level and a kind of ownership and pride in accomplishment. Rule Four, "Productivity through People," highlights the importance of a climate of trust, sharing, and interpersonal warmth. Rule Five, "Hands-On, Value-Driven," argues that institutinal survival depends on maintaining shared values and a distinctive identity. Rule Six, "Stick to the Knitting," suggests that an organization should stick close to one central skill at which it can outperform its competitors. Rule Seven, "Simple Form, Lean Staff," stresses the value of avoiding bureaucracy and complex organizational structures. Rule Eight, "Simultaneous Loose-Tight Properties," recommends a combination of firm central direction and maximum individual autonomy. Concluding comments suggest that much of what continuing education departments do already is consistent with these rules, and recommend that values be given serious consideration before any plans are made for change. (HB)

ED 255 278 JC 850 149

Burks, Irma P.; And Others
Directors' Planning Guide. Minority Business Enterprise Project.
American Association of Community and Junior Colleges, Washington, D.C.; Department of Commerce, Washington, DC. Minority Business Development Agency.
PUB DATE- Sep 84
NOTE- 47p.
GRANT- 98-20-83034-01
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Business Administration; Community Colleges; Employment Programs; *Entrepreneurship; *Minority Groups; *Program Administration; Small Businesses; Two Year Colleges; Youth Employment; *Youth Programs
IDENTIFIERS- *Minority Business Enterprise Project

Designed for use by individuals interested in organizing and planning entrepreneurial activities targeted for youth, this booklet suggests procedures, ideas, and resources for activities that can be sponsored on a limited budget; and addresses the programmatic concerns new project directors may face in getting their projects started. Introductory material provides information on the Minority Business Enterprise Project, a program involving 12 two-year colleges in providing career awareness and management training for minority youth. Unit I offers guidelines for creating community awareness, support, and mobilization, highlighting strategies for participant and volunteer recruitment, and volunteer recognition. Unit II addresses program planning, dealing with objectives and activities/methodologies, staffing, budgeting and management, recordkeeping and reporting, evaluation, and follow-up. In unit III, examples are provided from pilot program materials, including samples of news releases, correspondence, forms, and certificates of participation. Unit IV lists resource persons, including pilot project directors, directors of Minority Business Development Agency Regional Offices, and congress people. Finally, unit V identifies other resources, including assistance agencies, associations, and organizations; books; periodicals; and films. (LAL)

ED 255 319 PS 015 040

King-Shaw, E. M.; Unruh, W. R.

Some Characteristics of Early Childhood Teacher Training Programs in Canadian Institutions.

PUB DATE- Mar 85

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; *Attitudes; *Early Childhood Education; Educational Policy; Foreign Countries; Higher Education; Interviews; *Needs Assessment; *Preservice Teacher Education; *Program Evaluation; Questionnaires; Rating Scales; Supervisors; Surveys; Teacher Attitudes; Teacher Educators; Teacher Improvement

IDENTIFIERS- *Canada

A survey was made across Canada of English-language preservice training programs for teachers who will be certified to teach, among others, children enrolled in an early childhood program the year prior to compulsory education. The primary focus of this initial study was on describing current practices. Information was collected through a series of questionnaires and interviews. The sample was made up of teacher educators, policy makers, supervisors, consultants or specialists, beginning early childhood teachers, and teachers who had taught for at least 5 years in early childhood programs. Findings from the survey included information on a wide range of topics; for this report, aspects of the study were selected that focused on the tasks of teaching in a preschool program and on the perceived needs of students in early childhood teacher education programs. Results concerned the views of each of the above groups on issues of general characteristics of teacher education programs; historical and contemporary models that have influenced the philosophy of early childhood education; major components of the teacher preparation programs; freedom for innovation for course/program designers; criteria and screening for early childhood program students; and ratings of different areas of teacher preparation. It is hoped that this preliminary study will open dialogue among Canadian educators and raise questions that will lead to program reviews and future research. (CB)

ED 255 345 RC 015 220

Pressler, Larry; Swenson, Diane

Rural and Small-City Elderly. An Information Paper. United States Senate, 98th Congress, 2d Session.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

PUB DATE- Sep 84
NOTE- 16p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Definitions; *Discriminatory Legislation; *Federal Programs; Health Services; Housing Needs; National Surveys; *Needs Assessment; *Older Adults; *Rural Population; *Rural Urban Differences; Transportation
IDENTIFIERS- Nutrition Services; Older Americans Act 1965; *Small Towns

Responses from 27 State offices on aging revealed 8 recurring problems of rural and small-town elderly: a need for a uniform legislative definition of rural; the need for a complete rural strategy to reverse discrimination against rural and small-city elderly; a need to streamline Federal regulations; the need for changes in the Older Americans Act; and the need to address specific concerns with regard to transportation, nutrition, health, and housing. Many policies and programs affecting the elderly seem to be designed for urban areas and then applied to rural areas almost as an afterthought. A population density factor and a factor of distance from larger population centers must be included in a rural definition. Because the Federal Government has no rural strategy, the rural elderly do not receive their just share of the support and assistance available. Transportation and the quality of available health care continue to be major problems of rural senior citizens. Federal housing programs do not adequately address needs of the rural elderly. Many States indicated that there is no clearer illustration of rural-urban inequities than across-the-board regulations for the nutrition services program. The Older Americans Act lacks adequate funding levels for rural planning and implementation. (BRR)

ED 255 373 SE 045 467

Ellis, James D.; Kuerbis, Paul J.
Development and Validation of Essential Computer Literacy Competencies for Science Teachers.
Biological Sciences Curriculum Study, Boulder, Colo.
PUB DATE- Apr 85
NOTE- 40p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Elementary School Science; Elementary Secondary Education; *Measures (Individuals); *Minimum Competencies; Science Education; *Science Teachers; *Secondary School Science; Teacher Education
IDENTIFIERS- Computer Uses in Education; Science Education Research

This study used a five-step procedure to establish and validate the essential competencies in computer literacy for elementary and secondary school (grades K-12) science teachers. This procedure produced a concise list of 24 competencies that are not only representative of the broad field of computer literacy skills, but also are considered to be essential for science teachers. These competencies fall into the categories of: computer awareness; applications of microcomputers in science education; implementing microcomputers in science teaching; selection and evaluation of software; and resources for educational computing. (Computer programming, the history of computing, and computers and society were not rated as essential competencies.) The 24 competencies will be used to develop: (1) a test for measuring the computer literacy of science teachers; and (2) a curriculum for training science teachers to use the computer. The test and the curriculum will be used by both preservice and inservice science teachers to successfully implement educational computing. Tables showing factors for essential computer literacy competencies and providing descriptive statistics for 24 essential and 21 secondary competencies are included. (Author/JN)

ED 255 387 SE 045 484

Fields, Stephen C.

Assessment of Aptitude Interactions for the Most Common Science Instructional Strategies.

PUB DATE- 85
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aptitude Treatment Interaction; *Biology; *Cognitive Development; Developmental Stages; *Field Dependence Independence; High Schools; Lecture Method; Science Activities; Science Education; *Science Instruction; *Secondary School Science; Student Characteristics
IDENTIFIERS- Science Education Research

Aptitude treatment interaction (ATI) for the two most widely used science teaching strategies (lecture method and lecture method augmented with classroom activities) was investigated. The aptitude variables examined were cognitive ability level expressed in Piagetian terms and cognitive learning style (field independence/dependence). A sample of 200 high school biology students (100 students for each treatment group) was utilized. Each treatment group was stratified for cognitive ability level. Achievement was measured in a criterion-referenced test to demonstrate mastery or non-mastery of eight biology concepts. Findings indicate that both aptitude variables interacted with achievement, and that the two treatments differed only marginally in the ATI. Of the two aptitudes analyzed, cognitive ability level had the greater interaction, namely, higher cognition favored mastery, while lower cognition did not. A strong correlation (zero-order gamma of .53 for each biology concept studied) was found between cognitive ability level and cognitive learning style. Being field independent and of a higher cognitive ability level was more indicative of achievement than being field dependent and of a higher cognitive ability level. Students of lower ability levels were more often field dependent and mastered the biology concepts infrequently. (Author/JN)

ED 255 401 SO 016 194

Frager, Alan M.
Curriculum Implications of Jacob Bronowski's 'The Identity of Man.'
PUB DATE- Jan 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Design; Curriculum Development; Educational Change; Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Epistemology; Futures (of Society); Higher Education; Student Role; Teacher Role; Teacher Student Relationship; *Teaching Methods

If curriculum designers conclude, as Jacob Bronowski (author of "The Identity of Man," 1965) does, that the mind is not a machine and that knowledge cannot be programmed into humans like computers, then a model for education must be adopted which takes into consideration Bronowski's definitions of knowledge and self. This model must consider the continuous nature of education and the creativity of the mind, which Bronowski divides into two modes: science and the arts. The scientific mode relies on the process of induction, including concept formation. By including scientific induction in the new model of education, students would take a more active role in their education by pursuing individual or group inquiries. The artistic mode explores alternatives and develops what Bronowski calls sympathy. By including sympathy in the educational process, competition can be diminished and cooperation fostered. Teachers' and students' roles would change in this model and a more open process would result. (IS)

ED 255 305 PS 015 016

Leeb-Lundberg, Kristina
Mathematics Is More Than Counting.
Association for Childhood Education International, Wheaton, MD.
REPORT NO.- ISBN-0-87173-110-X
PUB DATE- 85
NOTE- 22p.
AVAILABLE FROM- Association for Childhood Education International, 11141 Georgia Avenue, Suite 200, Wheaton, MD 20902 ($3.00, ACEI members; $3.60 Non-ACEI members. Add $0.75 postage/handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Abstract Reasoning; Basic Skills; Classification; Cognitive Development; *Concept Formation; *Conservation (Concept); Early Childhood Education; *Elementary School Mathematics; *Mathematical Concepts; *Number Concepts; *Young Children
IDENTIFIERS- *Quantitative Thinking

The pamphlet examines the kinds of play that are useful in developing the basis for later abstract thinking--specifically the development of mathematical concepts. The mathematical concepts included are numbers, conservation, one-to-one correspondence, counting and sequencing, ordering, sorting and classification, sorting and sets, and equivalence and nonequivalence. (AS)

ED 255 023 EC 172 082

Jesien, George; Wolfe, Barbara
How to Conduct a Training Workshop. Outreach Series Paper (Number 1).
North Carolina Univ., Chapel Hill. Technical Assistance Development System.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Sep 84
NOTE- 27p.
CONTRACT- 300-82-0369
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; *Inservice Education; Institutes (Training Programs); *Outreach Programs; *Program Development; *Workshops

Prepared for outreach projects of the Handicapped Children's Early Education Program, the manual presents information on developing an efficient yet thorough training workshop to teach others to replicate a program. Twelve steps are described: (1) identifying model components (grouping according to chronology, personnel involved, etc.); (2) defining model components; (3) gathering information (resource folders, bibliography); (4) brainstorming training content; (5) reviewing training content; (6) developing performance objectives (helpful formats); (7) generating a presentation outline (common ways of organizing an outline); (8) selecting interest elements (verbal, visual, interactive interest elements); (9) conducting a needs assessment; (10) developing an agenda; (11) developing an opening and closing; and (12) evaluating the workshop (self-evaluation, participant evaluation, knowledge testing). Sample agendas and evaluation checklists are included. (CL)

ED 255 051 FL 014 935

Garcia, Eugene E.

Becoming Bilingual During Early Childhood. Bilingual Education Paper Series, Vol. 6, No. 7.

California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.

SPONS. AGENCY- University of Southern California, Los Angeles. Dept. of Linguistics.
PUB DATE- Feb 83
NOTE- 51p.; Paper presented at the Meeting of the International Association of Behavioral Development (Toronto, Ontario, 1982).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; English; Family Environment; *Language Acquisition; Language Dominance; Language Research; *Language Usage; *Preschool Children; Spanish

Spanish-English bilingual and monolingual English children aged 3-5 years were recorded in interaction with their mothers. Bilingual children were recorded twice each month, once in Spanish and once in English, and were also observed in a home situation. An analysis of the recorded language was done using selected morphological and syntactic features. An analysis of home language use was also performed for the bilingual children. Results indicate: (1) a definite bilingual proficiency character with greater proficiency in English; (2) no significant difference on English measures between bilingual and monolingual children; and (3) a differential language use pattern for Spanish and English by bilingual children in the home. The results provide new insights into the bilingual acquisition phenomenon in early childhood. (Author/MSE)

ED 255 067 FL 014 953

Hansen, Donald A.; Fillmore, Lily Wong
Locating Learning: The Social Contexts of Second-Language Acquisition. The Social Contexts of Learning in Bilingual Classrooms. Final Report.
California Univ., Berkeley. Graduate School of Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 83
NOTE- 193p.
CONTRACT- 400-80-0029
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; *Classroom Communication; Elementary Education; *English (Second Language); Interpersonal Communication; *Language Attitudes; Language Research; Learning Processes; *Learning Strategies; Listening Comprehension; Peer Relationship; *Second Language Learning; Spanish Speaking; Teacher Student Relationship; *Units of Study

A study of the role of classroom lessons in the acquisition of English as a second language by Spanish speakers that compared language acquisition at school and during the summer months is reported. An introductory chapter outlines fundamental assumptions about the loci and intentionality of second-language learning, and the second chapter describes the research design. Chapter three examines the contexts of second language acquisition in terms of language use and learning behaviors. The fourth chapter, on the central importance of lesson value and lesson confidence, looks at past research, the competence-incompetence paradox examined through interviews with teachers, and the interaction influences of lesson value and lesson confidence. The fifth chapter focuses on strategies of learning and non-learning in the classroom as a measure of the interactive influences of lesson value and lesson confidence. Chapter six examines the relationship between learning strategies and language attitudes, and chapter seven discusses engaging language learning opportunities in the classroom through the interplay of language orientations and learning strategies. A summary chapter and a list of references are included, and appended materials include the quantitative instruments for children used in the study, the learning strategies Q-sort, and the teacher and principal interviews. It is concluded that classroom lessons do increase language learning, and that the interactive variables are complex and require further research. (MSE)

ED 255 081 FL 015 011

Curriculum Guide for Spanish Language Arts, Primary Level A = Guia para la ensenanza de las artes del lenguaje espanol, primaria, nivel A.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 75
NOTE- 101p.; For related documents, see FL 015 010-023.
LANGUAGE- Spanish
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; *Classroom Techniques; Comprehension; Curriculum Guides; Evaluation Criteria; Grade 1; Kindergarten; *Language Arts; Literature Appreciation; Material Development; Native Language Instruction; Primary Education; Program Design; *Reading Instruction; *Spanish; Student Evaluation; *Study Skills; *Writing Skills

The curriculum guide for teachers of Spanish language arts for native Spanish-speaking primary students in the Chicago public schools' bilingual education program is introduced by a section on preparing instructional material for this group and a section defining the areas to be emphasized in the program: word attack, comprehension skills, study skills, literature appreciation, and writing. Sections follow for each of the areas of emphasis, containing specific behavioral objectives and skills, instructional strategies and class activities for them, evaluation criteria, and a place for teachers to note useful references. Some illustrations are provided. The text is entirely in Spanish. (MSE)

ED 255 111 HE 018 143

Schreier, James W.
"Megatrends" for Higher Education: Directions for the Future of College Teaching.
PUB DATE- Jan 85
NOTE- 21p.; Paper presented at the Regional Conference on College Teaching (1st, Las Cruces, NM, January 9-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; College Faculty; *College Instruction; Economic Factors; *Educational Change; Experiential Learning; *Futures (of Society); Higher Education; Job Training; Power Structure; Prediction; Professional Development; Simulation; *Social Change; Teaching (Occupation); Technological Advancement; *Trend Analysis

Directions for college teaching were assessed, based on ratings of 10 "megatrends" identified by John Naisbitt. The study questionnaire summarized the 10 megatrends and provided scales for rating the probability of the trends occurring and their potential impact. Responses were obtained from Marquette University faculty of the College of Business Administration, business educators affiliated with the Association of Business Simulation and Experiential Learning, and training and development professionals of the American Society for Training and Development. Each study group estimated the probability of the trend occurring, using a scale of 0 to 100 percent. Using a six-point scale, respondents also rated the impact of each megatrend for their field (teaching business administration, training and development, and simulation and experiential learning). Naisbitt's megatrends involve shifts to: an information society, high technology and high touch (human response), a world economy, long-term planning, decentralization, self-help, participatory democracy, networking, North to South, and multiple options. Based on the survey responses, suggested impacts on training and higher education are identified for each megatrend, along with data showing agreement and disagreement for each megatrend. (SW)

ED 255 166 HE 018 223

Richardson, Richard C., Jr.; Bender, Louis W.
Improving Baccalaureate Opportunities for Urban Minorities.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Apr 85
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bachelors Degrees; Case Studies; College School Cooperation; *College Transfer Students; *Community Colleges; Educational Opportunities; Government Role; Higher Education; *Minority Groups; State Universities; Urban Areas; *Urban Universities
IDENTIFIERS- Arizona (Phoenix); Course Numbering; Florida (Miami); Florida (Saint Petersburg); Florida (Tampa); Illinois (Chicago); Missouri (Saint Louis); New Jersey (Newark); Ohio (Cleveland); Pennsylvania (Philadelphia); Texas (Dallas)

The roles of urban community colleges, state universities, and state government in promoting the attainment of bachelor's degrees among urban community college students were investigated in the following urban settings: Chicago, Cleveland, Dallas, Miami, Newark, Philadelphia, Phoenix, St. Louis, and Tampa-St. Petersburg. In each city, the community colleges serving the highest proportions of minorities and the public universities to which a majority of their students transferred were assessed. Surveys of students who transferred from community colleges to adjacent public universities were undertaken, along with visits to state agencies. It was found that the urban community colleges enrolled large numbers of minority students who were underrepresented in other segments of the postsecondary system, and many of these students were severely underprepared for college. Strategies selected by the community colleges included providing a supportive environment, emphasizing vocational education, and reducing the rigor of academic work. It is concluded that leadership in improving the transfer process and improved communication between university and community college faculty are needed. The use of common course numbers and standardized course descriptions is recommended, along with exit competency testing at the community college. (SW)

ED 255 237 IR 051 084

The Free Market Copyright Royalty Act of 1983. Hearing before the Subcommittee on Patents, Copyrights and Trademarks of the Committee on the Judiciary, United States Senate, Ninety-Eighth Congress, Second Session on S. 1270: A Bill to Amend Title 17, United States Code, Regarding the Copyright Royalty Tribunal. March 13, 1984. Serial No. J-98-100.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- S-HRG-98-1161
PUB DATE- 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Broadcast Industry; *Cable Television; *Copyrights; *Federal Regulation; Government Publications; Government Role; Hearings; *Technological Advancement
IDENTIFIERS- Congress 98th; *Copyright Royalty Tribunal

This document comprises a copy of a bill (S. 1270) and transcripts of hearings held in the U.S. Senate to amend Title 17, United States Code, regarding the Copyright Royalty Tribunal (CRT). An opening statement by Senator Dennis DeConcini of Arizona, the text of comments and materials submitted by R.E. Turner of the Turner Broadcasting System, Stephen R. Effros of the Community Antenna Television Association, and Shane O'Neil of RKO General, Inc., are included. In his opening statement, DeConcini states the purpose of the subcommittee on Patents, Copyrights and Trademarks as exploring with the members how best to protect intellectual property in this era of expanding technology. Noting that cable television will be one of the technologies with the greatest impact, he briefly describes the situation as follows: The Free Market Copyright Royalty Act of 1983 was introduced to bring equity in the relationship between copyright holders and one group of users of copyright materials, i.e., national cable broadcast networks. S. 1270 is designed to provide a free market alternative to an artificial government-imposed relationship between parties and imposed decision-makers at the CRT. Originally created to serve as an effective and fair referree in a legally and economically complex area, the CRT was charged by Congress in 1976 to adjust the royalty rate set by statute for the retransmission of distant non-network television programs under a compulsory license if certain rules and regulations of the Federal Communications Commission were changed. The focus of this document is a reconsideration of the anticompetitive effects of the CRT decison and the statute--S. 1270--upon which it is based. (THC)

ED 255 332 RC 014 207

The State of the American Indian Nations: 1983.
National Tribal Chairmen's Association, Inc.
PUB DATE- Jun 83
NOTE- 49p.; A Report to President Ronald Reagan, Members of Congress, Partisan Political Parties, Federal Bureaucrats, and Citizens of the United States from the Elected Leadership of the American Indian Tribes.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Policy; Advocacy; *American Indian Education; *American Indians; Economic Development; Elementary Secondary Education; Entrepreneurship; Federal Aid; *Federal Indian Relationship; Health Needs; Health Services; Housing Deficiencies; Housing Needs; Tribal Sovereignty; Tribes; *Trust Responsibility (Government)
IDENTIFIERS- Bureau of Indian Affairs; *National Tribal Chairmens Association; *Reagan Administration; Tribal Government

Formed in 1971 to provide advocacy and representation for elected leaders of American Indian tribes that are recognized as eligible for services from the federal government, the National Tribal Chairmen's Association (NTCA) presents its position on five current issues pertaining to American Indians. The first paper is a statement in regard to conditions existing in American Indian communities as a result of the policies initiated by the Reagan Administration. Five position papers follow in regard to the Department of Interior and Bureau of Indian Affairs (BIA), Indian Country gaming issues, health issues, housing programs, and Indian education. Pertaining to education, NTCA is concerned about the eligibility for education trust services, the proposed Minimum Academic Standards for the Basic Education of Indian Children and National Criteria for Dormitory Situations by the BIA, the future of BIA boarding schools, and the restructuring of education programs. Other concerns in education are Johnson O'Malley funds, early childhood education, administration of BIA Higher Education Scholarships, and the Impact Aid Act (P.L. 81-874). (ERB)

ED 255 098 HE 017 393

Lindquist, Victor R.; Endicott, Frank S.

Trends in the Employment of College and University Graduates in Business and Industry. Northwestern Endicott Report, 1984. Thirty-eighth Annual Report.

Northwestern Univ., Evanston, Ill. Placement Center.
PUB DATE- 83
NOTE- 22p.; For the 1985 report, see HE 018 082.
AVAILABLE FROM- Northwestern University, Placement Center, 601 University Place, Evanston, IL 60201 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Business; Business Administration Education; Career Counseling; *College Graduates; *Demand Occupations; Economic Climate; *Employment Opportunities; Higher Education; Humanities; Industry; Job Application; Liberal Arts; Long Range Planning; Majors (Students); *Personnel Policy; Personnel Selection; Portfolios (Background Materials); *Recruitment; Salaries

Results of a 1983 survey on policy and practice in the employment of college graduates in 262 well-known business and industrial firms are presented. The number of companies hiring graduates in nine bachelors-level and five masters-level fields are specified for both 1983 and 1984, along with the number of graduates for each field and salary levels. Information is also provided on: whether the firm's college recruiting is geared to the current business cycle or to a long-range manpower plan; the effect of drastic recruiting curtailment on a long-range manpower plan; whether college recruiting is continued during a general economic slowdown; the percentage of hires in 1983-1984 that will come from campus recruiting; and sources that will be used to fill exempt position needs in 1983-1984. Ten types of advice that are provided by personnel staff to help freshmen undergraduates plan for the future are identified, along with myths and realities about the Master of Business Administration degree. Additional survey findings are covered: attitudes and experiences for or against the liberal arts graduate and the future utilization of these graduates; the recruitment of PhDs with humanities background or elementary and secondary school teachers; and considerations in evaluating a resume. (SW)

ED 255 153 HE 018 209

Kramer, Howard C.
Advising: The Professor's View.
PUB DATE- Oct 84
NOTE- 18p.; A version of this paper was presented at the Annual Conference of the National Academic Advising Association (Philadelphia, PA, October 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; College Faculty; *Faculty Advisers; *Helping Relationship; Higher Education; *Teacher Attitudes; Teacher Morale; *Teacher Participation

Perspectives on faculty participation in student advising are offered, along with suggestions for administrators who support or encourage faculty involvement in advising. Stages of the academic career and stages of individual growth in the role of the faculty are noted, based on the literature. The advising role might be viewed as a task less central to the role of faculty and, therefore, a lower-risk activity, compared to teaching activities. In addition, faculty may derive personal benefits from interactions with students. In motivating faculty to participate in advising, emphasis might be placed on its meaningfulness, the accountability of the adviser to helping students, and knowledge of the results of effective advising. Administrators might offer options for participation in advising activities, such as structuring the duties to increase/decrease the level of challenge. For example, an adviser might advise nontraditional students who have special needs. For especially difficult cases, advisers could be provided avenues for referral. Clear criteria for performance (e.g., behavioral cues) could be stated so that the adviser is able to evaluate success. Standardized polls or performance reviews could also be used to provide timely feedback to the adviser. (SW)

ED 255 194 IR 011 566

McBeath, Ron J.
Educational Technology to Enhance Learning at a Distance. A Systematic Approach.
PUB DATE- Oct 84
NOTE- 7p.; Paper presented at the Conference of the International Council of Educational Media (Banff, Canada, October 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; *Definitions; Design Requirements; *Distance Education; Educational Media; *Educational Technology; *Individual Development; *Interaction; Program Development; *Systems Approach; Tutoring

The definition of educational technology has shifted from a focus on the organization and use of hardware and software items as a delivery system to recognizing that the introduction of technology into educational systems demands a systematic approach to enhance learning and human development. In the first definition, curriculum is the transmission of subject matter, while in the second it is a means to enable people from different backgrounds to reach their human potential. Enhancing human performance is not a simple, straightforward process. Growth steps can be categorized into four major stages of intellectual development: dualistic, multiplistic, relativistic, and commitment. The first two stages reflect the first definition, but the second definition must be implemented if students are to progress through stages 3 and 4. Distance education presents a particular challenge if students are to be participative, interactive, and critical inquirers with a sense of confidence and responsibility, because most distance education emphasizes one-way communication through different forms of media. However, through a systematic approach to designing and developing the program, an appropriate balance of media and tutors can be arranged to achieve interaction and two-way communication with students. Six references are listed. (LMM)

ED 255 210 IR 011 582

Computer Awareness 7-9. Draft Pilot Guide.
Manitoba Dept. of Education, Winnipeg.
PUB DATE- Jun 83
NOTE- 147p.; For related documents, see IR 011 579-581.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Literacy; *Computers; Computer Software; Curriculum Guides; *Educational Objectives; Foreign Countries; History; Junior High Schools; *Learning Activities; Problem Solving; Programing
IDENTIFIERS- *Manitoba

The third of a three-part computer awareness program for grades K-9, this five-unit guide includes objectives, notes and explanations, and suggested activities for developing basic concepts, skills, and attitudes related to computer technology for grades 7-9. Student activity worksheets are included for each unit. Unit 1 covers computer operation, including use of keys, loading programs from cassette or diskette, and some simple troubleshooting techniques. Unit 2 discusses the physical components of a computer system. The third unit provides background on the development of computational devices and aids, and traces the development of computing aids to emphasize how rapidly computer developments are occurring. Unit 4 teaches computer programming as a vehicle for developing logical, sequential, and creative problem solving skills. The final unit discusses the advantages, limitations, uses, and implications of computer technology, and exposes students to basic applications and corresponding implications of computer use through a series of classroom activities and simulations. (LMM)

ED 255 224 IR 051 071

Dodd, Jane; And Others

Texas A & M University Library. A Final Report from the Public Services Research Projects. A Comparison of Two End User Operated Search Systems. One of a Series of Self-Studies and Research Projects.

Association of Research Libraries, Washington, D.C. Office of Management Studies.; Texas A and M Univ., College Station. Univ. Library.

SPONS. AGENCY- General Electric Foundation, Ossining, N.Y.
PUB DATE- Jan 85
NOTE- 59p.; For related documents, see IR 051 066-074.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($15.00 per copy, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; *Information Retrieval; Library Administration; Library Personnel; Library Research; *Online Searching; *Online Systems; *Reference Services; Research Libraries; Search Strategies
IDENTIFIERS- *End Users; *Texas A and M University

This report summarizes research undertaken at the Sterling C. Evans Library, Texas A & M University to assess the impact that end user information retrieval systems may have on library staff and users. Two systems, BRS/After Dark and Search Helper, were made available in the library for end user searching at no cost. A total of 260 users searched BRS/After Dark and 126 people used Search Helper. Questionnaires administered to both users and library personnel gathered data on problems experienced, levels of satisfaction, and staff assistance required. It was found that library users could successfully search both end user services with minimal instruction. The low average costs of the end user searches suggest opportunities for libraries to provide this type of online access to users at either no charge or at very modest fees. Although end user services were regarded as easy to use by the majority of participants in the study, it was determined that library staff should be actively involved in the administration of the services. Search planners and flip charts for each of the systems, the end user and staff questionnaires, a publicity piece, and the follow-up study questionnaire are appended. (Author/THC)

ED 255 292 PS 014 984

Model Act for the Adoption of Children with Special Needs. Includes Section-by-Section Comments and Analysis. Model Legislation Series.

National Committee for Adoption, Inc., Washington, DC.

PUB DATE- 82

NOTE- 63p.; Reprints, with commentary; notice appearing in the "Federal Register," Thursday, October 8, 1981, p.50022-50039.

AVAILABLE FROM- National Committee for Adoption, Inc., Suite 326, 134 Connecticut Avenue, N.W., Washington, DC 20036 ($6.00, plus appropriate postage; $5.00 per copy on orders of 10 or more, book rate postage paid. All orders must be prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Adopted Children; *Adoption; Age; Child Welfare; Confidentiality; Disabilities; Emotional Problems; Family Financial Resources; *Federal Government; Foster Children; Foster Family; Physical Characteristics; *Placement; Race; Siblings; Social Background; Social Characteristics; *State Legislation

IDENTIFIERS- *Special Needs Children

There is national concern for the estimated 100,000 "special needs" children who are not quickly adopted because of age, race, ethnic background, sibling relationship, medical condition, or physical, mental or emotional handicaps. That concern has been translated into concrete recommendations in the form of a model act written by the Department of Health and Human Services. This document reproduces the original text of the model act along with extensive comments. The model act is not law or a federal regulation and only presents recommendations to the states for adding to their existing adoption laws. While some provisions are applicable to all adoptions, others are relevant only to the adoption of children with special needs. Key recommendations include: financial assistance to families who adopt special needs children; expanding the legal grounds for freeing children for adoption; requiring a state adoption administration to focus on the special needs children waiting for adoption; guaranteeing that people interested in adopting a special needs child get a "family assessment"; providing a full genetic and medical history to adoptive parents; considering the wishes of de facto parents and special needs children in decisions about adoption; and penalizing anyone who leaks confidential information pertaining to an adoption. (CB)

ED 255 306 PS 015 018

Aid to Families with Dependent Children Program Fraud: Investigative Guide.

Office of Inspector General (DHHS), Washington, DC.

PUB DATE- Jul 84

NOTE- 43p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Agency Cooperation; Criminal Law; *Eligibility; *Federal Regulation; Guidelines; *Institutional Role; Program Descriptions; *State Legislation

IDENTIFIERS- *Aid to Families with Dependent Children; Crime Detection; *Fraud; Office of Inspector General

This publication provides the investigator with general information about the Aid to Families with Dependent Children (AFDC) program, including who is covered, how the program is administered, how individuals defraud the program, and past experiences with investigating fraudulent activities. The publication also explains how the staff of the Office of the Inspector General (OIG) interact with the State and local officials who administer the AFDC program. Chapter I provides background information about AFDC, while Chapter II discusses eligibility standards. Chapter III identifies types of AFDC violations, including unreported or under-reported income, unreported/concealed resources, misrepresentation of family unit, and duplicate/multiple aid. In Chapter IV the role of the OIG with respect to the AFDC program is briefly delineated. Chapter V discusses the types of AFDC cases in which OIG investigators became involved. Chapter VI excerpts the federal criminal statutes under which AFDC fraud has been prosecuted. Chapter VII describes AFDC projects and studies that have been conducted by or directly involved OIG, such as Project Match, The Connecticut Alien Benefit Project, Project Missing Kids, and Project Birthdate. Appended are excerpts from the AFDC States Benefit Project User's Manual and the names and addresses of AFDC Regional Project Agents for each Federal Region. (RH)

ED 255 359 SE 045 429

Lederman, Norman G.

Relating Teaching Behavior and Classroom Climate to Changes in Students' Conceptions of the Nature of Science.

PUB DATE- Apr 85

NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Biology; *Classroom Environment; *Concept Formation; High Schools; Science Education; Science Instruction; *Scientific Enterprise; *Secondary School Science; *Teacher Behavior; Teaching Methods

IDENTIFIERS- Science Education Research

This study investigated which classroom variables are related to changes in students' (N=409) conceptions of the nature of scientific knowledge. Eighteen high school biology teachers/classrooms were compared with respect to students' conceptual changes on six aspects of the nature of science (amoral, creative, tentative, testable, parsimonious, unified) as measured by the Nature of Scientific Knowledge Scale (NSKS). In addition, comparisons of overall student changes were performed. Thirty classroom variables significantly differentiated between the "high" (exhibiting the largest student change) and "low" (exhibiting minimal student change) of teachers/classrooms on at least five aspects of the nature of science. In general, teachers/classrooms in the "high" group were typified by frequent, inquiry-oriented questioning, little emphasis on rote memory, decreased seat work, and increased emphasis on depth, breadth, and accuracy of subject matter. In addition, teachers in these classrooms were more pleasant, supportive, and had established better rapport than those of the "low" group. Finally, implicit references to the nature of science were more commonly found in the "high" group. Eleven additional variables were also found to differentiate between the "high" and "low" teacher/classrooms on less than three subscales of the NSKS. Implications of these and other results are noted. (Author/JN)

ED 255 402 SO 016 215

Bell, Samuel R.
The Making of "Good" Americans: Civic Education of Immigrants.
PUB DATE- Nov 84
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Acculturation; Adult Education; *Citizenship Education; *Educational History; Elementary Secondary Education; *Immigrants; Migration; *Public Schools; School Role; Social History; Student Educational Objectives; *United States History
IDENTIFIERS- Nineteenth Century

This paper examines the history of the civic education of immigrants to the United States during the late 19th and early 20th centuries. This was a time of great social upheaval, not only for the new immigrant groups, but also for members of groups that had arrived in the United States earlier. Public schools were seen as the logical institutions for assimilation. Because of the cultural diversity of these newer groups and deeply ingrained traditions among members of earlier groups, Americanization meant more than acquisition of the knowledge and skills required by industrial societies; it also meant eradicating cultural differences and impressing American values. While this approach often made many children ashamed of their cultural backgrounds, some were able to become Americanized and retain pride in their native cultures. (IS)

ED 255 038   FL 014 920

Kaplan, Lawrence D.; McGary, Jane, Ed.
Inupiaq and the Schools. A Handbook for Teachers.
Alaska State Dept. of Education, Juneau. Bilingual/Bicultural Education Programs.
SPONS. AGENCY- Office of Civil Rights (ED), Washington, DC.
PUB DATE- 84
NOTE- 50p.; For related documents, see FL 014 918-919.
GRANT- G008200907
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alaska Natives; Bilingual Education; Classroom Techniques; Cultural Influences; *Eskimo Aleut Languages; Grammar; Information Sources; Instructional Materials; Language Attitudes; *Language Usage; *Minority Groups; Native Language Instruction; Phonology; *Sociocultural Patterns
IDENTIFIERS- *Inupiaq (Language); *Inupiaq (Tribe)

This is one of a series of handbooks designed to assist classroom teachers, bilingual-bicultural education and special education program staff, counselors, and school administrators in instructional services for students from native Alaskan language groups. The unique sociocultural and linguistic characteristics of Inupiaq speakers as they relate to the school setting are addressed in this volume. Educational resources such as recommended readings; a listing of school districts enrolling students from this group; and sources of information, materials, and instructional assistance are provided. An introductory section discusses the study of language in general, the Eskimo-Aleut language family, and the historical factors and current linguistic situation of Inupiaq. Subsequent sections look at Inupiaq sounds and grammar and their influence on English and Inupiaq in the classroom (traditional forms of education, and notes of Inupiaq culture). Further information on Inupiaq phonology, additional resources, and enrollment data are appended. (MSE)

ED 255 052 FL 014 936

Nava, Hector; And Others
Descriptive Analysis of Title VII-Funded State Education Agency Activities. Volume I.
National Clearinghouse for Bilingual Education, Rosslyn, VA.; SRA Technologies, Inc., Arlington, VA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 84
NOTE- 89p.; For volume II of this study, see FL 014 937. For the Executive Summary, see FL 014 938.
CONTRACT- 7706-83-4690
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Role; *Bilingual Education; Budgeting; Certification; Coordination; Curriculum Development; Data Collection; Educational Quality; Federal Aid; *Federal Programs; Information Dissemination; Material Development; National Surveys; *Program Administration; *Resource Allocation; *State Boards of Education; Teacher Education
IDENTIFIERS- *Elementary Secondary Education Act Title VII

Results of a national study of the use of funds provided by the 1974 amendments to Title VII of the Elementary and Secondary Education Act by the state education agencies (SEAs) are presented. The study was undertaken to (1) describe and analyze SEA policies and activities regarding bilingual education, (2) describe and analyze the SEA-level management structure for the coordination of technical assistance, and (3) provide information on technical management and assistance activities the Department of Education may use to help SEA grantees assist local schools in building their capacity to provide bilingual education services to language minority students. The study involved a literature review, analysis of Title VII grant applications submitted by SEAs, and case studies of the implementation of Title VII grants in nine states. The results presented in this volume include an examination of the allocation and distribution of grant funds, SEA use of grant funds, issues appearing to merit legislative or regulatory attention, including Title VII administrative procedures, service delivery, oversight responsibilities, federal guidance for SEAs, grant versus contract funding of support centers, and differential fiscal support. (MSE)

ED 255 126 HE 018 178

Lassiter, Roy L., Jr.

Funding and Budgeting Formulas and the Availability and Allocation of Resources to Public Universities.

PUB DATE- 20 Nov 83

NOTE- 31p.; Paper presented at the Annual Meeting of the Southern Economic Association (53rd, Washington, DC, November 20, 1983).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Budgeting; *Classification; College Programs; Departments; Faculty Workload; Government School Relationship; Higher Education; Intellectual Disciplines; National Surveys; Program Costs; Public Education; *Resource Allocation; *State Universities

IDENTIFIERS- *Funding Formulas; *Higher Education General Information Survey; Public Colleges; Tennessee

The use of funding/allocation formulas in public higher education and the efficacy of Higher Education General Information Survey (HEGIS) taxonomies as the basis for discipline cost differentials in Tennessee are examined. Major criteria on which funding/allocation formulas should be based and weaknesses in existing formulas are also identified. Attention is focused on funding formulas employed in the Southern Regional Education Board states, including student credit hours or full-time equivalence, workload factors, costs, student level, discipline, method of instruction, and type of institution. Data from a 1981 Tennessee Cost Study were used to test the efficacy of using HEGIS taxonomies in budget formulas. Each class or department was identified as a cost center from which instructional costs were derived by HEGIS taxonomy and level. It is sggested thgt ideally formulas should be based on standardized workload measures that reflect the resource requirements for the attainment or maintenance of the level of quality specified in institutional missions. It is concluded that the HEGIS taxonomies were not designed for measurement of costs or workloads and are inappropriate bases for this purpose. Data from the 1981 Tennessee Cost Study are included. (SW)

ED 255 140 HE 018 195

Frierson, Henry H., Jr.
Enhancing Success in a Test: Performance Oriented Meritocracy.
PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Instruction; *College Students; Higher Education; *Minority Groups; Norm Referenced Tests; Simulation; *Standardized Tests; *Test Format; Test Items; *Test Wiseness

An approach to improve the test-taking abilities of minority students, and especially college students, are discussed. The problem of lower performance of minorities on norm-referenced, standardized test is also considered. One approach to help improve students' scores on standardized tests is test-taking instruction and practice on simulated tests. Using content from students' courses on the simulated tests may help make the material meaningful and avoid having faculty direct teaching to any externally-developed standardized test. The simulated exams might use formats or types of items similar to those used on standardized tests, such as the Graduate Record Exam. Exposure to and practice on well-developed multiple choice items would help students in test-taking competency and in demonstrating their content knowledge. Time limits could also be used to help students prepare for test situations. These tests could also be used for students' self-assessment of mastery of course material, and for review purposes, as well as for reinforcement of learned content and for peer teaching activities. This approach should promote increased learning and higher academic performance. A coordinator might be used to teach and reinforce effective test-taking skills, as well as to direct the program. (SW)

ED 255 180 IR 011 549

Herman, Joan; And Others
Microcomputers in Schools: Toward More Effective Practices. CSE Monograph.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 225p.; Research into Practice Project.
GRANT- NIE-G-84-0012-P4
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Computers; *Computer Science Education; *Computer Software; Elementary Secondary Education; Evaluation Criteria; *Instructional Design; Instructional Materials; Literature Reviews; School Districts
IDENTIFIERS- Research into Practice Project; *Software Evaluation

The seven sections in this volume analyze ways to strengthen the educational impact of microcomputers in the schools and to maximize their potential as important learning and instruction tools. The following papers are included: (1) "Human Cognition and the Use of New Technologies" (Richard Mayer); (2) "Don't Bother Me with Instructional Design: I'm Busy Programming!" (M. David Merrill); (3) "From Domain-Referenced Curriculum Evaluation to Selection of Educational Microcomputer Software" (Wells Hively); (4) "Comprehensive Evaluation of Computer Courseware: Getting Back to the Basics" (Kenneth A. Sirotnik); (5) "Computers in the Classroom: Another Case of the More Things Change the More They Stay the Same?" (Jeannie Oakes and Mark Schneider); (6) "The School District Role in Introducing Microcomputers: A Contingency Approach" (Richard C. Williams, Adrianne Bank, and Carol Thomas); and (7) "Some New (and Old) Directions for Computer Courseware" (J. D. Fletcher). The introduction lists eight references, and additional references are listed for each paper. (LMM)

ED 255 251 JC 850 116

Crist, Donald G.; And Others
Local Initiative for Displaced Workers Generates State Response.
PUB DATE- May 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Dislocated Workers; *Employment Programs; *Job Training; *Retraining; Two Year Colleges; Unemployment
IDENTIFIERS- *Carl Sandburg College IL

In the midst of the economic recession of the early 1980's, two major facilities in Galesburg, Illinois, were closed down: a large private company and a state mental health facility which employed 15% of the local residents. The economic and social impact of these closures created a crisis for the town, its inhabitants, and service workers. In response, a number of agencies, including Carl Sandburg College, Illinois Job Services, the state government, and the Chamber of Commerce set up a task force to address the needs of displaced workers. A proposal for the creation of a Dislocated Workers Center was submitted and quickly approved. The Center is designed to address the displaced workers' needs for vocational retraining and job search assistance. It responds to the interests of workers by including union representatives on all hiring panels and ad hoc committees. Overall the success of the Galesburg Dislocated Workers Center Project indicates the kind of responses a local community can develop to similar crises and shows the role that community colleges can play in the area of vocational retraining and coordination of local resources. (HB)

ED 255 265 JC 850 134

Hutchins, Sally, Ed.
ACCT Trustee Quarterly; Volume 8, Numbers 1-4, 1983-1984.
Association of Community Coll. Trustees, Annandale, Va.
PUB DATE- 84
NOTE- 153p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Policy; *Board Administrator Relationship; *College Administration; College Role; *Community Colleges; Economic Development; *Governing Boards; Politics of Education; *Trustees; Two Year Colleges

These four issues of "ACCT Trustee Quarterly" contain articles on topics of current concern to community college trustees. The first issue contains articles on high technology, humanistic management, a legislative history of the "Apple" Bill, trustee-president relations, educational quality, part-time instructors, and health promotion through physical awareness. The articles in the second issue focus on physical and mental health services community colleges can provide, job training legislation, technological education, ethical issues, national concerns, open admissions policies, and trustee liability and immunity. The third issue contains articles concerned with shrinking resources, presidential accountability, community college foundations, rising costs, creative approaches to student financial aid, the need for a national training strategy, the coexistence of humanities and technology, and the community college role in economic redevelopment. Finally, the fourth issue presents articles on specialized programmatic accreditation, the trustee's advocacy role, public policy toward education, public relations and marketing, college governance, the community college's role in national economic development, fiscal constraints, the quality effects of board-president relations, and trustee ethics. (LAL)

ED 255 374 SE 045 468

Powell, Richard R.; Garcia, Jesus
The Portrayal of Minorities and Women in Selected Elementary Science
Series.
PUB DATE- 85
NOTE- 36p.; Paper presented at the Annual Meeting of the National
Association for Research in Science Teaching (58th, French Lick
Springs, IN, April 15-18, 1985). Paper to be published in the
Journal of Research in Science Teaching (Sum 1985)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Science;
*Females; *Illustrations; *Minority Groups; Science Education;
*Textbook Content; Textbook Research
IDENTIFIERS- Science Education Research

This study determined the quantitative and qualitative portrayal of females and minorities in the illustrations of seven contemporary elementary science textbook series. An evaluation instrument was devised to determine the current status of the targeted groups. Illustrations were evaluated on the basis of minority versus nonminority and male versus female representation. The activity and assumed role of the individuals were also tabulated. A total of 5,965 human illustrations were evaluated. Results reveal that the group "female children" is represented with greater frequency than are other child groups. Minority children are represented less often than nonminority children, and female and and minority adults are depicted less often than nonminority male adults. Although the textbooks evaluated in this study display science positively for most societal groups, minorities are underrepresentated and illustrated in a limited number of career roles. Implications and suggestions for teachers, supervisors, and teacher educators are provided. For example, it is suggested that adult females and minorities be depicted with greater frequency in a variety of occupational and nonoccupational roles. (Author/JN)

ED 255 388 SE 045 485

Bridgeman, Dorothy J.; And Others

Relationships of Attitude toward Science and Family Environment.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 85
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
GRANT- NSF-SED-7919784
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; Comparative Analysis; *Family Environment; *Grade 7; *Grade 10; Predictor Variables; Quality of Life; Science Education; *Sciences; Secondary Education; *Secondary School Science; Sex Differences; *Student Attitudes; Time Factors (Learning)
IDENTIFIERS- Science Education Research

This study examined the characteristics of family environment and its relationship to attitudes toward science. Data were collected from over 800 seventh-grade and over 1,400 tenth-grade students during a longitudinal, multi-dimensional study of the relationship between the variables of home, school, and self as related to attitudes toward and achievement in science. This population was examined by ability, grade, and time of school year. The two family-oriented subscales were targeted for examination as regressors to the dependent variable or attitude toward science. One of these, the family science subscale, included items to assess student perception of their family's science support. The other, called family general, consisted of items to assess student opinion of the quality of their family life. The regression model developed the probability level which indicated the relationship of the family science variable to science attitude was highly significant (0.001 level). This was true for ability-group tracks at each grade level and over time for each grade level. The family general variable was found to be an important predictor of attitude toward science for general ability groups for both grade levels and over time for the tenth-grade but not for the seventh-grade. Implications for improving student attitudes are noted. (Author/JN)

ED 255 024   EC 172 083

ICN Interact Outreach Project. Final Report, July 1, 1983-August 30, 1984.

Children's Hospital Medical Center of Northern California, Oakland.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Aug 84

NOTE- 130p.

GRANT- G008301519

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Disabilities; *High Risk Persons; *Infants; *Intervention; *Neonates; *Outreach Programs; Parent Education; Program Effectiveness; State Programs

The report presents accomplishments of a program to stimulate new and improved services to high risk/handicapped infants (0-3), with specific emphasis on new intervention and followup services to chronically hospitalized premature babies in intensive care nurseries (ICNs). Following a summary of project accomplishments (including the provision of training and technical assistance at six replication sites) and unanticipated spinoffs, the activities completed are described. The evaluation of five project objectives are addressed: (1) awareness activities designed to show the benefit of developmental services for high risk/handicapped newborns and their families; (2) replication of the model of developmental intervention and followup for high-risk/handicapped newborns; (3) inservice training for nurses, infant developmental specialists, physical and occupational therapists, and others; (4) product development and dissemination; and (5) stimulation of state involvement in services for this population. The bulk of the document is composed of sample project brochures, materials, and parent guides. (CL)

ED 255 068 FL 014 954

Rowch, Nancy
Kevghia Cov Niamtxiv Txog Kevkawmntawv = A Parent's Guide to Education. Hmong Edition.
Nebraska State Dept. of Education, Lincoln. National Origin Project.
PUB DATE- Oct 83
NOTE- 20p.
LANGUAGE- Hmong; English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrative Policy; Asian Americans; Attendance; Board of Education Policy; Discipline Policy; Dress Codes; *Educational Policy; Elementary Secondary Education; *English (Second Language); Equal Education; Extracurricular Activities; Grades (Scholastic); Health; Homework; Hygiene; *Immigrants; Lunch Programs; Migration; Parent Education; *Parent Materials; *Parent School Relationship; Parent Teacher Conferences; Physical Education; Place of Residence; Special Education
IDENTIFIERS- *Hmong People

A guide for Hmong-speaking parents of elementary and secondary school students in Nebraska provides in Hmong, and then in English, information concerning education in the state. Topics covered include: state policy concerning enrolling children in school, medical requirements for enrollment and attendance, the school curriculum requirements and learning English both in regular English classes and in English as a second language programs, physical education, special education, school requirements for equity and non-discrimination, homework and grades, school clothing and grooming, notes from school, school visits by family members, school lunches, extracurricular activities, absences and illnesses, weather and school closing or early dismissal, disciplinary action, and moving within or outside the school district. (MSE)

ED 255 082 FL 015 012

Curriculum Guide for Spanish Language Arts, Primary Level B = Guia para la ensenanza de las artes del lenguaje espanol, primaria, nivel B.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 75

NOTE- 116p.; For related documents, see FL 015 010-023.

LANGUAGE- Spanish

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Bilingual Education; *Classroom Techniques; Comprehension; Curriculum Guides; Evaluation Criteria; Grade 1; Kindergarten; *Language Arts; Literature Appreciation; Material Development; Native Language Instruction; Primary Education; Program Design; *Reading Instruction; *Spanish; Student Evaluation; *Study Skills; *Writing Skills

The curriculum guide for teachers of Spanish language arts for native Spanish-speaking primary students in the Chicago public schools' bilingual education program is introduced by a section on preparing instructional material for this group and a section defining the areas to be emphasized in the program: word attack, comprehension skills, study skills, literature appreciation, and writing. Sections follow for each of the areas of emphasis, containing specific behavioral objectives and skills, instructional strategies and class activities for them, evaluation criteria, and a place for teachers to note useful references. Some illustrations are provided. The text is entirely in Spanish. (MSE)

ED 255 112 HE 018 144

Wright, Delivee L.; Bond, Steven C.
Quantitative Assessments of Student Differences: A Faculty Development Approach for Teachers of Large Classes.
PUB DATE- 4 Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association, Division J (69th, Chicago, IL, March 31-April 4, 1985). This study was made possible by a Kelly II Grant from the University Foundation, Lincoln, Nebraska.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Class Size; College Faculty; *College Instruction; Consultation Programs; *Faculty Development; Higher Education; Information Needs; *Instructional Improvement; Introductory Courses; Land Grant Universities; *Large Group Instruction; Student Attitudes; *Student Characteristics; Teacher Attitudes; *Teacher Effectiveness

A faculty development process was developed to inform faculty about the diversity of characteristics among students in large classes at a large, land-grant institution. Data were collected on 4,300 students enrolled in 33 sections of large introductory-level classes taught by 26 faculty. A total of 149 study variables were considered based on university records, student attitudes and behavior pertinent to a particular class, and student achievement as indicated by course grade. Faculty members received descriptive information about students, the study variables, and student attitudes and behavior and were invited to meet with an instructional consultant to review the data and discuss instructional alternatives. A followup, self-report assessment was conducted 1 year later to determine the extent to which faculty attitudes and behaviors changed. It was found that empirical research data provided to faculty about their own classes could be useful for increasing awareness of factors contributing to student achievement. However, data provided to faculty without consultation about student achievement had little effect in producing changed teaching behavior. Finally, data presented in a consultive mode was more effective in changing attitudes or behaviors than that presented in a computer printout format. Five references are listed. (SW)

ED 255 167 HE 018 224

May, William F.
Technology, Teaching, and the Future.
PUB DATE- Jan 85
NOTE- 29p.; Paper presented at the Regional Conference on University Teaching (Las Cruces, NM, January 9-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; *Computer Oriented Programs; Higher Education; *Humanities; Information Networks; Researchers; Scientific Research; *Technological Advancement; Word Processing

A philosophical overview of the place of technology in higher education and especially in teaching is presented. Research can be viewed as the acquisition of knowledge; teaching as its transmission; and service as its application. Technology affects the transmission of knowledge in both the teaching process and the content of teaching. The computer permits scientists to share work with one another through networking and enables research teams to span institutions. However, networking among a highly select group of collaborators narrows the community with access to the latest research. The impact of computer technology on instruction and testing in the humanities will remain limited. Except for introductory language instruction, the humanities disciplines do not easily lend themselves to sequential instruction or to true-false and multiple-choice examinations. However, word processing software will renew the importance of writing and editing in the humanities by eliminating the laborious side of rewriting and allowing the teacher to provide substantial editing aid. Additional topics that are addressed include: Francis Bacon's views on power acquired through knowledge, medical ethics and technology, and the influence of the printing press and television on the teaching process and the humanities. (SW)

ED 255 211 IR 051 033

Machalow, Robert

The New York City Subways: The First Ten Years. A Library Research Exercise Using a Computer.

PUB DATE- 84
NOTE- 86p.; For related document, see ED 252 239.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; *Computer Assisted Instruction; Computer Software; Higher Education; Instructional Materials; Library Guides; *Library Instruction; *Library Materials; *Library Skills; *Microcomputers; Reference Materials; *Search Strategies
IDENTIFIERS- Apple IIe; *City University of New York York College

This document presents a library research exercise developed at York College which uses the Apple IIe microcomputer and word processing software--the Applewriter--to teach library research skills. Unlike some other library research exercises on disk, this program allows the student to decide on alternative approaches to solving the given problem: a research paper on the first 10 years of the New York City subway. Library materials covered in the exercise comprise dictionaries, encyclopedias, indexes, the card catalog, books, periodicals, and newspapers. To complete the requirements of the exercise, students must leave the microcomputer and consult the library's research collection. The information here may be modified to reflect another library's collection. (THC)

ED 255 279 JC 850 151

Robinson, Isaac A.; Shearon, Ronald W.
The Significance of Race and Selected Socioeconomic and Academic Variables in Program Tracking among Curriculum Students in the North Carolina Community College System.
PUB DATE- 8 Apr 83
NOTE- 24p.; Paper presented at the Annual Meeting of the Southern Sociological Society (45th, Atlanta, GA, April 8, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Black Students; Community Colleges; Females; Males; Minority Groups; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *North Carolina

In spring 1979, a study was conducted to identify differences in the type of program track enrolled in by students in the North Carolina Community College System according to selected ascriptive variables (i.e., race, sex, occupation of household head, parents' income, and father's occupation); achievement variables (i.e., high school grade point average (GPA) and rank, and General Educational Development (GED) scores). Data for the study were taken from a larger study of North Carolina community college students, focusing on 11,120 curriculum students enrolled in college transfer, technical, and vocational programs. Study findings included the following: (1) 7% of the black students were enrolled in the college-transfer track, 64% in the technical programs, and 29% in the vocational program track; (2) among white students, 15% were in the college-transfer track, 64% in the technical track, and 20% in the vocational program track; (3) 13% of the males and 14% of the females were enrolled in the college-transfer track; (4) students with low socioeconomic characteristics were clustered in the vocational and technical program tracks; (5) twice as many white students as black students were enrolled in the college-transfer track; (6) there did not appear to be major differences among students in the college-transfer, technical and vocational tracks according to achievement variables, with one exception, i.e., a higher proportion of students in the college-transfer track were in the upper one-third of their high school class, whereas a higher proportion of the vocational students were in the lower one-third of their high school class or did not graduate from high school. (LAL)

ED 255 320 PS 015 041

Klinzing, Dene G.
A Study of the Behavior of Children in a Preschool Equipped with Computers.
PUB DATE- Apr 85
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Class Activities; Cooperation; Interaction Process Analysis; Laboratory Schools; *Microcomputers; *Play; *Preschool Children; Preschool Education; *Sex Differences; *Teacher Role
IDENTIFIERS- Solitary Play

A study was conducted: (1) to compare the popularity of computer stations with nine other activity stations; (2) to determine the differences in the type of play displayed by the children in preschool and note the type of play displayed at the computer stations versus the other activity stations; (3) to determine whether the preschool activities, particularly the computer activities, were teacher directed; (4) to describe the communication interactions; and (5) to determine whether children's choices of computer activities varied by sex. For 2 weeks, four observers gathered data in a classroom for 4-year-olds and a classroom for 5-year-olds. Both classrooms had housekeeping, art, language arts, blocks, cooking, science, and manipulative activities. The classroom for 4-year-olds had an Apple IIe computer, while the classroom for 5-year-olds had a PLATO terminal, a Turtle robot, and an Apple IIe computer. The children were free to choose among a number of software programs. Several measures were taken: (1) frequency counts of the number of children at each station; (2) identification of play behavior (using Parton's Play Classifications); (3) instances of teacher-directed play; (4) verbal interaction (using Flanders' Interaction Analysis Scale); and (5) frequency counts of the number of male and female children at computer stations. Results indicated that, while 4-year-old males used the computer extensively, other children seemed to engage in a wide variety of activities, including computer use. While activities generally were not teacher-directed, teachers did tend to direct the computer activities of the 4-year-olds and to use more praise in those activities. (These effects might have been due to the computer's relative novelty in that classroom.) The computers seemed to encourage both cooperative and independent play. (CB)

McBurney, Campbell; O'Reilly, Robert R.

A Resource Teacher Model: A Response to Service Delivery Needs in Rural Quebec.

PUB DATE- Apr 85
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Delivery Systems; Distance; Elementary Education; Elementary Schools; Foreign Countries; Itinerant Teachers; *Models; *Resource Teachers; Rural Areas; *Rural Education; Small Schools; *Special Education; Use Studies
IDENTIFIERS- *Hurder (Paul); Quebec

Paul Hurder's model of the service delivery process (plus an organization variable) was used to examine factors which influenced effectiveness of special education resource teachers in small, rural elementary schools serving 250 or less English-speaking students in Quebec. Five resource teachers and 72 teachers they served rated each other in terms of interpersonal/personal relations, perception of competence in knowledge and specific task performance, estimates of the amount of services delivered, and the time lag between service request and delivery. Other data were obtained from district offices. Analysis revealed support for the Hurder model (with the organization variable) as a framework for studying the service delivery process. Further, the resource teacher model of service delivery enabled mainstreaming in rural areas and emphasized practical, local solutions to rural problems. Other findings with broad administrative implications included: access, disposition, and organization variables need to be considered in planning, implementing, and evaluating rural resource teacher services; funding bodies and school systems need to be more aware of the impact of distance between sites and other access factors hindering service delivery; resource teachers must be able to relate well to classroom teachers; and attitudes in receiving schools determine the effectiveness of resource teachers' efforts. (BRR)

ED 255 099 HE 017 460

Pace, C. Robert

Measuring the Quality of College Student Experiences. An Account of the Development and Use of the College Student Experiences Questionnaire.

Higher Education Research Inst., Inc., Los Angeles, Calif.

SPONS. AGENCY- Spencer Foundation, Chicago, Ill.

PUB DATE- 84

NOTE- 142p.

AVAILABLE FROM- Higher Education Research Institute, Graduate School of Education, University of California, Los Angeles, CA 90024 ($7.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Students; Educational Attainment; Educational Facilities; Educational Objectives; Evaluation Methods; Higher Education; Interpersonal Relationship; *Outcomes of Education; *Questionnaires; Reading; Recreational Facilities; Self Evaluation (Individuals); Student Attitudes; Student Characteristics; Student College Relationship; *Student Development; *Student Experience; Student Motivation; Test Reliability; Writing (Composition)

IDENTIFIERS- *College Student Experiences Questionnaire

The development and use of the College Student Experiences Questionnaire to assess the quality of students' effort and the attainment of college-related goals are discussed. The questionnaire covers college facilities (e.g., educational, cultural, and recreational), and personal/interpersonal experiences at college. Responses to 14 scales covering 142 activities produce a measure of the quality of effort invested in each of the topics or aspects of college life. Also covered are student background characteristics, including grades, aspirations, and financial arrangements. Additional scales allow students to rate the college's emphasis on the development of scholarly, creative, and analytical qualities, occupational competence, and the practical value of courses. Also covered are student views of personal relationships, the extent of student reading and writing during the current school year, and student satisfaction with college. Finally, students indicate the extent of progress concerning typical objectives. In addition to discussing the reliability of the instrument, findings are analyzed, with consideration to the prediction of achievement, satisfaction with college, and the diagnostic value and significance of quality of effort. Appended are 16 technical tables reflecting statistical results and a 4-page bibliography. (SW)

ED 255 154 HE 018 210

Franklin, Paul L.
Helping Disadvantaged Youth and Adults Enter College: An Assessment of Two Federal Programs.
College Entrance Examination Board, Washington, D.C.
PUB DATE- 85
NOTE- 30p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($7.00 per copy, 20 percent quantity discount for 5 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Adult Students; Ancillary School Services; *College Attendance; Data Collection; Delivery Systems; *Disadvantaged; Educational Opportunities; *Federal Programs; Higher Education; *High School Students; Low Income Groups; Minority Groups; Program Descriptions; Program Evaluation
IDENTIFIERS- *Educational Opportunity Centers; *Talent Search

Eleven Talent Search (TS) projects and six Educational Opportunity Centers (EOC) were evaluated. Designed to increase college enrollment by low-income youth and adults, these federal programs provide students information, counseling, and other support. Recommendations for national policymakers, U.S. Department of Education officials, and local project administrators are included. Data sources include: census data, program performance data for 1979-1982, and partial data for 1982-1983; funding proposals and reports, and questionnaire and interview data. After briefly tracing program histories and obstacles to access for the disadvantaged, information is provided on clients, services, staffing, and organization of the programs. In evaluating program success, problems in reporting and interpreting information to measure program effectiveness are addressed. It is concluded that service delivery has increasingly been cost-effective and professional and various strategies have helped diverse clients achieve educational access. However, a consistent approach to performance reporting is needed to strengthen the case for continuing support of programs and to improve service delivery. Appended is a list of the TS projects and EOC centers, the sponsoring institutions, start dates, and target groups. (SW)

ED 255 238 IR 051 085

McClure, Charles R.; And Others
Information Resources Management Skills for Academic Librarians: Final Report.
Oklahoma Univ., Norman. School of Library Science.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 25 Mar 85
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Higher Education; Library Administration; *Library Education; *Library Personnel; *Library Planning; Library Research; Library Role; *Needs Assessment; Position Papers; Questionnaires; Research Libraries; *Skills
IDENTIFIERS- *Information Resources Management

This report summarizes activities conducted from fall 1984 through spring 1985, under a planning grant from the Council on Library Resources for Innovation and Improvement of Basic and Supplementary Education for Academic and Research Libraries. The report includes a review of selected literature related to educational programs for academic librarians broadly related to information resources management (IRM); the results of a needs assessment conducted in the state of Oklahoma regarding the appropriateness of a post-Master of Library Science (MLS) certificate program in IRM; and transcripts of the discussion that took place at the fall 1984 colloquium on the topic of IRM at the School of Library Science, University of Oklahoma. Appendices include the IRM Program Survey and the following papers presented at the colloquium: "Information Resources Management and Librarianship" (Evelyn Daniel, School of Information Studies, Syracuse University); "Information Resources Management Skills for Academic and Research Librarians" (Robert Runyon, University of Nebraska at Omaha Libraries); and "Report on the Conference on the Intellectual Foundations for Information Professionals: Criteria for New Educational Programs" (Herbert Achleitner, School of Information Management, Emporia State University). (Author/THC)

ED 255 293 PS 014 985

Child Day Care Regulation in Texas: Report and Recommendations.

Texas State Legislature, Austin. Senate Committee on Health and Human Resources.

PUB DATE- May 84
NOTE- 42p.
AVAILABLE FROM- Senate Committee on Health and Human Resources, P.O. Box 12068, Austin, TX 78711.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Certification; Child Abuse; Child Caregivers; Childrens Rights; *Compliance (Legal); Costs; *Day Care; *Day Care Centers; *Family Day Care; History; Parent Education; Parent Responsibility; Parent Rights; Safety; Social Background; *State Legislation; State Licensing Boards; *State Standards; Teacher Education
IDENTIFIERS- *Texas

As compared with figures from 1979, the incidence of validated abuse in child day care facilities in Texas has risen 330 percent. In response to growing public concern about the potential risks to children in day care, the state Senate Committee on Health and Human Resources was directed to examine state laws regulating child day care and to report findings and recommendations to the legislature. Four categories of state regulated child care were examined: day care centers, group day care homes, family day care homes, and registered family homes. The background of day care regulation in the state was reported; included was the finding that registered and licensed facilities have recently doubled while state child care regulatory staff has been cut by more than half. Recommendations to the legislature included (1) notifying parents when a day care facility's license or registration is being denied or revoked; (2) increasing parents' awareness of the state's limited regulatory function; (3) strengthening procedures for verifying registered family homes' compliance with fire, sanitation, and safety requirements; (4) authorizing legal remedies against registered family homes; (5) requiring family homes to renew registration every 2 years; (6) charging a fee for licensure or registration; and (7) increasing funding for the Child Care Licensing Division. Regulation of registered family homes, child care training, and criminal background checks for child care providers were also discussed. An appendix includes the state regulation for child care facilities. (CB)

ED 255 307 PS 015 019

Amato, Paul R.
The Piers-Harris Children's Self Concept Scale: An Evaluation of Its Use on an Australian Population. Institute of Family Studies Working Paper No. 6.
Institute of Family Studies, Melbourne (Australia).
REPORT NO.- ISBN-0-642-87192-2
PUB DATE- Apr 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Students; Elementary Secondary Education; Factor Analysis; Grade 3; Grade 4; Grade 10; Grade 11; Personality Measures; *Research Methodology; *Secondary School Students; *Self Concept Measures; Test Interpretation; *Test Reliability; *Test Validity
IDENTIFIERS- Australia; *Piers Harris Childrens Self Concept Scale

The paper presents data about applying the Piers-Harris Children's Self Concept Scale (CSCS) to an Australian population. Data were obtained from 402 randomly selected male and female, primary and secondary school students, representing all school systems (195 from Grades 3 and 4, 207 from Grades 10 and 11). Anaylsis conducted on the two age groups generally support CSCS use. The CSCS was reliable (in terms of internal consistency) for all the sub-scales (behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction). Some evidence in the form of parent ratings of children's characteristics exists for scale validity as well. Factor analysis of the sub-scale scores of primary school student responses indicated that the items clustered differently. Scale reliabilities for the six sub-scales were considerably lower than for the CSCS as a whole. Findings suggest that the CSCS may be more unidimensional than previously believed because (1) a screen test indicated that less than six factors exist in the data, (2) the six sub-scales were highly intercorrelated and produced a single factor solution when factor analysis was conducted, (3) most of the factors appeared to be contaminated by response set bias, and (4) a correlational analysis revealed that the six sub-scales had highly similar correlations with a number of similar variables. The paper recommends that analysis conducted with the CSCS be based primarily on the total scale score and that caution be exercised in the interpretation of sub-scale scores. (AS)

Thermal Standard for Small Rural Schools.
Alaska Univ., Fairbanks. Dept. of Mechanical Engineering.; Strandberg (J.S.) Consulting Engineering, Fairbanks, AK.
SPONS. AGENCY- Alaska State Dept. of Transportation and Public Facilities, Anchorage.
REPORT NO.- AK-RD-83-04
PUB DATE- 83
NOTE- 81p.
AVAILABLE FROM- State of Alaska, Dept. of Transportation and Public Facilities, Div. of Planning, Northern Region, 2301 Peger Road, Research Section, Fairbanks, AK 99701.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Air Conditioning; Alternative Energy Sources; *Educational Facilities Design; *Energy Conservation; Heating; Lighting Design; *Rural Schools; School Construction; *Small Schools; *State Standards; *Thermal Environment
IDENTIFIERS- *Alaska

The Standard's purpose is to provide design requirements that will improve energy utilization in new State of Alaska owned rural educational facilities ranging in size from 7,000 to 12,000 square feet. The Standard covers exterior envelopes and selection of heating, ventilating and air conditioning systems, service water systems, energy distribution systems, illumination systems, and other energy consuming equipment. The requirements are directed toward reducing the State of Alaska's annual energy consumption through ensuring adequate thermal resistance and low air leakage, designing and selecting effective systems and equipment, and prudently selecting fuel and energy sources. The Standard is flexible and provides designers with a coherent set of thermal guidelines that accommodate Alaska's widely varying environmental and economic conditions; designers are encouraged to use innovative approaches and techniques to achieve efficient energy utilization. The Standard imposes minimum requirements for thermal characteristics of various energy consuming systems in buildings and addresses the applicability of mechanical system types for rural Alaska by providing guidelines for level of complexity of heating system components. The Standard should be used in the design of new buildings and compliance with its requirements should be determinable in the preconstruction stage through design evaluation and analysis. (BRR)

ED 255 360 SE 045 434

Dillashaw, F. Gerald; Bell, Samuel R.

Learning Outcomes of Computer Programming Instruction for Middle-Grades Students: A Pilot Study.

PUB DATE- 85

NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Science Education; Intermediate Grades; *Logical Thinking; *Programing; Science Education; *Skill Development

IDENTIFIERS- Science Education Research

This pilot study tested the hypothesis that the logical thinking skills of middle-grades students are enhanced by teaching them computer programming using the BASIC programming language. A quasi-experimental design was used with 36 students randomly selected and assigned to one of two treatment groups: 18 students received no instruction in programming (the comparison group) and 18 students received programming instruction for 10 weeks (the experimental group). The Test of Logical Thinking (TOLT) was used as a pretest and posttest measure of logical thinking skills. The posttest scores were analyzed using analysis of covariance procedures with the pretest TOLT scores as the covariate. The results indicate no significant differences in level of logical thought at the .10 level of significance (F=2.52; p=.12), suggesting that instruction in computer programming does not significantly enhance growth in logical thinking skills. However, this conclusion must be considered as tentative due to the small sample size and limited scope of the study. In addition, 10 weeks may be too short a time period to expect much growth in logical thinking skills. (Author/JN)

Diem, Richard A.
Social Implications of Technological Innovations: A Study of Ethics and Attitudes.
PUB DATE- Nov 84
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Computer Literacy; *Computers; Elementary Secondary Education; *Ethics; *Learning Strategies; Nonschool Educational Programs; Programing, Social Change; *Student Attitudes; Student Characteristics; Technology; Values
IDENTIFIERS- *Computer Camps

In this study, the social interaction of 151 children, ages 8 through 13, attending a summer computer camp were observed as they worked with the computers. They were also asked to complete a questionnaire that focused on social dilemmas in a technological environment. The dilemmas focused on the acceptability of copying someone else's program or altering passwords. Analysis of variance and regression techniques were used on the questionnaire data and these were compared to results of the observations. Results indicated distinct behavior patterns. Students had not considered the social implications of using another's information or data nor the right to privacy that might be invaded by the misuse of information technology. When their own privacy was infringed upon, participants demanded harsh penalties. Most students engaged in group problem-solving strategies while solving technology related problems, thus circumventing traditional individualistic learning patterns. While working with information technology systems, student behavior patterns seemed directly related to previous experience with computer games and other popularized forms of information technology. (IS)

ED 255 039 FL 014 921

Criminale, Ulrike
Launching Foreign Language Programs in Elementary Schools: Highpoints, Headaches and How To's.
PUB DATE- Mar 85
NOTE- 6p.; Paper presented at the International Conference on Second/Foreign Language Acquisition by Children (Oklahoma City, OK, March 28-29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coordination; Educational Facilities; Educational Objectives; Elementary Education; *Elementary School Curriculum; Extracurricular Activities; *FLES; Grouping (Instructional Purposes); *Institutional Cooperation; Nonprofit Organizations; Parent Participation; *Program Administration; Program Descriptions; Program Development; *Program Implementation; School Business Relationship; *Second Language Programs; Student Characteristics; Teacher Role
IDENTIFIERS- Total Physical Response; Washington (Seattle)

The Language School in Seattle has conducted extracurricular foreign language classes in 31 local elementary schools for several years. Each school has a parent coordinator, the courses are tuition-supported, and the objectives are to establish language learning interest and cultural awareness using the Total Physical Response method. A dramatic jump in enrollment marked the third year of the program, with some leveling off later for financial and administrative reasons and because some PTA's decided to offer their own programs. Several problem areas persisted in the program, including: (1) unrealistic parent expectations; (2) student discipline problems and the need for consistent policy; (3) the need for consistent and committed teachers; (4) the need for good communication and constant contact between the organizers, parents, parent coordinators, host schools, and teaching staff; (5) inadequate marketing to maintain high interest levels; (6) the need for host school support; and (7) inadequate facilities. Four elements needed for program success include realistic expectations clearly communicated to all concerned parties, dynamic and committed teachers, a committed core group of parents willing to take on administrative responsibilities, and constant contact and communication among all participants about all aspects of the program. (MSE)

ED 255 083 FL 015 013

Curriculum Guide for Spanish Language Arts, Primary Level C = Guia para la ensenanza de las artes del lenguaje espanol, primaria, nivel C. (Grade 1).

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 75

NOTE- 106p.; For related documents, see FL 015 010-023.

LANGUAGE- Spanish

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Bilingual Education; Class Activities; *Classroom Techniques; Curriculum Guides; Evaluation Criteria; Grade 1; *Language Arts; *Literature Appreciation; Primary Education; *Reading Instruction; *Spanish; Structural Analysis (Linguistics); Student Evaluation; *Study Skills

The curriculum guide for teachers of Spanish language arts for native Spanish-speaking primary students in the Chicago public schools' bilingual education program is introduced by a section defining the areas to be emphasized in the program: word attack, comprehension skills, study skills, literature appreciation, and writing skills. Sections follow for each of the areas of emphasis, containing specific behavioral objectives and skills, instructional strategies and class activities for them, evaluation criteria, and a place for teachers to note useful references. Some illustrations are provided. A bibliography, notes on structural analysis, and a glossary are appended. The text is entirely in Spanish. (MSE)

ED 255 127 HE 018 179

Employment in Missouri Public Higher Education Institutions, 1979 to 1983.

Missouri Coordinating Board for Higher Education, Jefferson City.

PUB DATE- Feb 85
NOTE- 71p.
AVAILABLE FROM- Missouri Coordinating Board for Higher Education, 101 Adams Street, Jefferson City, MO 65101.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *College Faculty; Comparative Analysis; *Employment Patterns; Females; Higher Education; Males; *Minority Groups; Paraprofessional School Personnel; Professional Personnel; Questionnaires; *School Personnel; Secretaries; *Sex Differences; State Colleges; Two Year Colleges
IDENTIFIERS- *Missouri; *Public Colleges

Information on employment in Missouri's public colleges and universities from 1979 to 1983 is presented, based on data reported on the Higher Education Staff Information Survey. Comparisons are made over the 4-year period in total employment, employment among the seven Equal Employment Opportunity Commission categories of staff, and growth or decline in the employment of women and minorities. The comparisons are presented by sector of public higher education, and detailed tabulations of the data by campus are appended. The Missouri public higher education data is also compared to national higher education employment data. The data on the employment of women and minorities is presented for the University of Missouri, the state four-year institutions, and the state two-year institutions, and covers the following personnel categories: executive, administrative, and managerial positions, professional nonfaculty positions, faculty, secretarial and clerical employees, technical and paraprofessional employees, skilled craft employees, and service and maintenance employees. For each institution, data for 1979, 1981, and 1983 is provided on nonfaculty full-time employees by race and sex and on faculty employees by race and sex. The Higher Education Staff Information Survey questionnaire is appended. (SW)

McKeachie, Wilbert J.; And Others
Teaching Learning Strategies.
SPONS. AGENCY- National Science Foundation, Washington, D.C
PUB DATE- Aug 84
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
GRANT- NSF-G-SER-8160978
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cognitive Processes; *College Freshmen; College Instruction; Course Evaluation; *Epistemology; Followup Studies; Higher Education; Introductory Courses; *Learning Strategies; *Psychology; *Study Habits

An evaluation was conducted of an introductory cognitive psychology course that focused on both the concepts of cognitive psychology and their application to learning strategies. A special target group was the freshman student. Instruction covered cognitive and motivational theory and reasons why learning strategies work. Students practiced the learning strategies and were made aware of the possibility of choosing a strategy, rather than studying in the same way in every situation. The course involved two lectures a week and a laboratory that allowed: practice, discussion of lectures and text material, and teamwork in the development and evaluation of a learning strategy. Student evaluation included self-report measures administered at the beginning and end of the semester, grade point average in subsequent courses, and student comments in the year following the course. In addition to substantial success in students' self-reported study habits, modest success in student achievement in later semesters was found. Improvement was found on measures of learning strategies, anxiety, and need for cognition. An attribute-treatment interaction revealed that students high in anxiety were particularly helped by the course. (SW)

ED 255 195 IR 011 567

Campbell, Donald L.; And Others

Effectiveness and Achievement: A Preliminary Comparison of Computer Assisted and Print Drill Performance Levels.

PUB DATE- 85

NOTE- 18p.; Paper presented at the Annual Meeting of the Texas Academy of Science (Dallas, TX, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Courseware; *Division; *Drills (Practice); Elementary Education; *Elementary School Mathematics; Grade 3; Instructional Materials; *Intermode Differences; *Mathematics Instruction; Microcomputers

IDENTIFIERS- Instructional Effectiveness; *Printed Materials

The performance of two groups of 24 third-grade students practicing division problems was used to assess the effect of microcomputer drill programs on learning. An experimental group that used computer drill programs from the Milliken Math Sequences package was compared with a similar group that learned division using the traditional print drill method. Students in both groups received 30 minutes of daily classroom instruction in division prior to engaging in practice drill. Results indicate that, after a 5-week period of learning, there were no significant differences in the achievement levels of the two groups. These findings also suggest that use of computer drill materials may be no more effective than print drill materials for assisting third-grade students to achieve the 70% or above level performance established for this project. Three tables and a 10-item reference list are included. (Author/LMM)

ED 255 225 IR 051 072

Greenfield, Louise; And Others

University of Arizona Library. A Final Report from the Public Services Research Projects. Assessing the Instructional Needs of Students in a Selected Scientific Discipline at the University of Arizona. One of a Series of Self-Studies and Research Projects.

Arizona Univ., Tucson. Univ. Library.; Association of Research Libraries, Washington, D.C. Office of Management Studies.

SPONS. AGENCY- General Electric Foundation, Ossining, N.Y.

PUB DATE- Jan 85

NOTE- 222p.; For related documents, see IR 051 066-074.

AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($15.00 per copy, prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Libraries; Departments; Higher Education; *Instructional Materials; *Library Instruction; Library Services; *Library Skills; Needs Assessment; Program Evaluation; *Reference Materials; Research Libraries; *Scientific and Technical Information; Self Evaluation (Groups); Undergraduate Students; User Satisfaction (Information)

IDENTIFIERS- *University of Arizona

This study provides a model for assessing the library instructional needs of students in a selected scientific discipline, developing a program to meet those needs, and evaluating the results. Library research study units, which were integrated into an undergraduate course in the wildlife division, were presented in four 1-hour class sessions. Basic skills (classification systems, reading call numbers, the author/title card catalog, and the subject card catalog) were covered outside of the primary units via a self-paced exercise workbook which students were to complete after the first lecture. The four library research study units included lecture, discussion, and independent assignments covering publication sequence and popular/scholarly articles, indexes and abstracts, government documents, and known item searching. The narrative portion of this report discusses the impetus for the study and anticipated outcomes, research methodology, summary and evaluation of the library research study units, student evaluations, evaluation of the results, and conclusions. Appendices, which make up the major portion of the report, include: (1) full copies of all assessment tools developed and used during the study; (2) class lectures, handouts, and assignments for the study units and the self-paced workbook; (3) the performance exam designed to validate the test instrument; and (4) a 25-item annotated bibliography of literature examined during the study. (THC)

ED 255 266 JC 850 135

Parnell, Dale, Ed.

Associate Degree Preferred.

American Association of Community and Junior Colleges, Washington, D.C.

REPORT NO.- ISBN-0-87117-146-5
PUB DATE- 85
NOTE- 90p.
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Associate Degrees; *College Role; *Community Colleges; *Degree Requirements; Educational Attitudes; *Educational Quality; General Education; Public Opinion; Two Year Colleges

Designed to encourage dialogue and inform decision making about the associate degree, this book presents perspectives on the role of the associate degree in the nation's two-year colleges. First, "Toward a Greater Degree: A Plan of Action," by Dale Parnell, suggests a plan for preserving and enhancing the value of the education being provided by U.S. community colleges and for increasing enrollments in associate degree programs. Next, "Current Perspectives," by James Gollattscheck, looks at the strengths and weaknesses of the associate degree within higher education, and considers ways of ensuring its transfer to four-year institutions. "A Path to Excellence: The Review and Revision of Degree Requirements at the College of DuPage," by Paul J. Eldersveld and Marlene Stubler, presents a background to the curriculum reform effort, a rationale for redefining degree requirements, the results of the curricular changes, and a list of 11 ingredients of a model program for the review and revision of degree requirements. Next, brief essays by Michael E. Crawford, Mary M. Norman, Donald G. Phelps, and Donald L. Newport, all community college executive officers, suggest ways to enhance the status of the associate degree. "Redefining the Associate Degree: A Special Report," by Leslie Koltai, offers a historical perspective on the degree, a review of relevant literature, survey findings regarding the status of the degree, and an agenda for the future. The publication concludes with a policy statement of the American Association of Community and Junior Colleges entitled "Associate Degree Preferred." (HB)

ED 255 375 SE 045 469

Haury, David L.
Evidence That Science Locus of Control Orientation Can Be Modified Through Instruction.
PUB DATE- 85
NOTE- 50p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aptitude Treatment Interaction; Course Descriptions; *Curriculum Development; Higher Education; *Locus of Control; *Preservice Teacher Education; Science Education; *Science Instruction; *Teacher Attitudes; Teacher Characteristics; *Teaching Methods
IDENTIFIERS- Science Education Research

A desire to foster enduring, positive attitudes toward science teaching among elementary school teachers led to a study of self-perceptions. On the basis of evidence for strong links between locus of control orientation and attitudes, an attempt was made to enhance internality through instruction. A quasi-experimental research strategy was employed to compare the effects of two instructional treatments. Both treatments incorporated strategies known to have positive effects on attitudes, but the experimental treatment was novel in its emphasis on self-management, goal clarification, and individualized course expectations. A significant difference in science locus of control (SciLOC) orientation between groups followed treatment, with subjects exposed to the experimental treatment exhibiting greater internality. Quantitative comprehension and subject age were employed as covariates of SciLOC orientation, and subject sex was employed as a moderator variable. Though the treatment effect is small, accounting for three percent of the variance in SciLOC orientation, control orientation is shown to be susceptible to educational intervention. These results encourage attention to teacher attitudes from a rather new perspective, and they raise several interesting research questions regarding instructional methods and the long term effects of enhancing internality. (Author/JN)

ED 255 389 SE 045 486

Shaw, Edward L., Jr.; Okey, James R.
Effects of Microcomputer Simulations on Achievement and Attitudes of Middle School Students.
PUB DATE- 85
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; *Academic Achievement; *Computer Simulation; Conventional Instruction; Intermediate Grades; Junior High Schools; *Logical Thinking; Process Education; Science Activities; Science Education; *Science Instruction; *Secondary School Science; *Student Attitudes; Teaching Methods
IDENTIFIERS- Science Education Research

This 10-day study compared the effects of alternative ways of using microcomputer simulations on the achievement and attitudes of sixth- and seventh-grade science students (N=173). Nine classes were randomly assigned to one of four treatments: (1) microcomputer simulations; (2) laboratory activities; (3) a combination of simulation and laboratory activities; and (4) conventional instruction. Topics covered during lessons included the process skills of observing, hypothesizing, testing, classifying, and recording data. Simulations were completed as a class with the teacher operating the microcomputer and simulation programs. Students worked in groups of two or three during laboratory activities. Simulations were presented prior to activities in the combination treatment. Results show: that simulations, activities, and combination of these two instructional strategies results in higher achievement than conventional instruction; no achievement or attitude differences among groups receiving computer simulations, laboratory activities, or a combination of the two; and no attitude differences among the four groups. Other findings show: that students at the high and middle levels of logical reasoning ability out-achieved students at the low level of logical reasoning ability; no differences in attitudes among these three groups; and the effects of alternative instructional strategies to be consistent across levels of logical reasoning ability. (Author/JN)

ED 255 025 EC 172 084

Keller, Mimi

Implementing an Adaptive Physical Education Program for Educable Mentally Retarded Children, Kindergarten through Third Grade.

PUB DATE- Aug 83
NOTE- 43p.; Ed.D. Practicum Report I, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Adapted Physical Education; *Mild Mental Retardation; *Motor Development; Primary Education; Program Effectiveness

An adaptive physical education program was implemented for two special classes of educable mentally retarded children, grades K-3 in California. Children from a regular kindergarten class also participated in the program. The program operated for 5 months, with children receiving motor skills training 40 minutes per day, 4 days per week. Analysis of pre- and post-test scores on the Bruininks-Oseretsky Test of Motor Proficiency revealed that Ss increased skills in seven of the eight subtests with a statistically significant increase in strength. Normal kindergarteners who participated in the program increased skills in six subtests with statistically significant increases in running speed and agility and in strength. Student interest and participation in the program were high. (CL)

ED 255 053 FL 014 937

Nava, Hector; And Others
Descriptive Analysis of Title VII-Funded State Education Agency Activities. Volume II: Nine Case Studies.
National Clearinghouse for Bilingual Education, Rosslyn, VA.; SRA Technologies, Inc., Arlington, VA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 84
NOTE- 126p.; For volume I of this study, see FL 014 936. For the Executive Summary, see FL 014 938.
CONTRACT- 7706-83-4690
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Role; *Bilingual Education; Budgeting; Case Studies; Certification; Coordination; Curriculum Development; Data Collection; Educational Quality; Federal Aid; *Federal Programs; Information Dissemination; Material Development; National Surveys; *Program Administration; *Resource Allocation; *State Boards of Education; Teacher Education
IDENTIFIERS- Arizona; Connecticut; *Elementary Secondary Education Act Title VII; Florida; Kansas; Louisiana; New York; Virginia; Washington; Wisconsin

Results of a national study of the use of funds provided by the 1974 amendments to Title VII of the Elementary and Secondary Education Act by the state education agencies (SEAs) are presented. The study was undertaken to (1) describe and analyze SEA policies and activities regarding bilingual education, (2) describe and analyze the SEA-level management structure for the coordination of technical assistance, and (3) provide information on technical management and assistance activities the Department of Education may use to help SEA grantees assist local schools in building their capacity to provide bilingual education services to language minority students. The study involved a literature review, analysis of Title VII grant applications submitted by SEAs, and case studies of the implementation of Title VII grants in nine states. This volume presents the nine state case studies for Arizona, Connecticut, Florida, Kansas, Louisiana, New York, Virginia, Washington, and Wisconsin. An introductory section also compares the nine states' funding and key legislative requirements with regard to bilingual education. (MSE)

ED 255 069 FL 014 955

Rowch, Nancy
A Parent's Guide to Education. Cambodian Edition.
Nebraska State Dept. of Education, Lincoln. National Origin Project.
PUB DATE- Jun 84
NOTE- 26p.
LANGUAGE- Cambodian; English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrative Policy; Asian Americans; Attendance; Board of Education Policy; *Cambodians; Discipline Policy; Dress Codes; *Educational Policy; Elementary Secondary Education; *English (Second Language); Equal Education; Extracurricular Activities; Grades (Scholastic); Health; Homework; Hygiene; Immigrants; Lunch Programs; Migration; Parent Education; *Parent Materials; *Parent School Relationship; Parent Teacher Conferences; Physical Education; Place of Residence; Special Education

A guide for Cambodian-speaking parents of elementary and secondary school students in Nebraska provides in Cambodian, and then in English, information concerning education in the state. Topics covered include: state policy concerning enrolling children in school, medical requirements for enrollment and attendance, the school curriculum requirements and learning English both in regular English classes and in English as a second language programs, physical education, special education, school requirements for equity and non-discrimination, homework and grades, school clothing and grooming, notes from school, school visits by family members, school lunches, extracurricular activities, absences and illnesses, weather and school closing or early dismissal, disciplinary action, and moving within or outside the school district. (MSE)

ED 255 113 HE 018 145

Bowker, Lee H.; Lynch, David M.

What Every Department Chair Should Know about the Dean: Findings from Four National Surveys.

PUB DATE- 1 Apr 85

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Role; College Administration; College Instruction; *Deans; *Department Heads; Departments; Educational Policy; Graduate Study; Higher Education; *Interprofessional Relationship; National Surveys; Research Projects; Resource Allocation; *Teacher Administrator Relationship; Tenure

Information about deans that may be helpful to department chairs is presented, based on the findings of four national surveys of deans. The surveys of social science, graduate, continuing education, and arts and sciences deans covered the deans' role in resource allocation to departments, teaching and research support for faculty, tenure and promotion decisions, and departmental evaluations. Seven points of interest to department chairs are presented: deans do not always communicate adequately with faculty and chairs about resource availability, goals, and priorities; deans almost always support teaching verbally; teaching quality is the most important factor in tenure decisions; deans rarely commit funds to improve weak departments; teaching deans do not show unusually strong support for teaching; institutional policies and traditions regarding teaching are inconsistent, uncoordinated, and confused; and support for research is subject to similar (but less serious) inconsistencies than support for teaching. Ways to increase the dean's communication with the department are suggested, along with an approach to urge consistency of behavior with the administrator's ideals and verbal utterances. Information on the survey methodologies is included, along with statistical findings of the studies. (SW)

ED 255 181 IR 011 550

Dozier, David M.
The Diffusion of Electronic Text among University Students and Faculty: A Strategy for Laboratory Research. Monograph Number One of the Electronic Text Monograph Series.
Electronic Text Consortium.; San Diego State Univ., CA. Center for Communications.

SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- 85
NOTE- 68p.; The Program on Electronic Text for Higher Education is supported by the Annenberg/CPB Project.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adoption (Ideas); Computer Assisted Instruction; *Computers; *Diffusion (Communication); Higher Education; *Innovation; Models; *Research Methodology; Simulation; *Technology Transfer; Videotex
IDENTIFIERS- *Electronic Text

This monograph defines and describes research in the study of adoption of electronic text services in higher education institutions. Electronic text here includes text and graphic information encoded and transmitted via broadcast, signal, or cable, under user control. It places the diffusion of electronic text in higher education within the context of prior diffusion research; examines the perceived attributes of electronic text and the impact of these factors on the adoption process; and describes a series of discrete electronic text services specific to higher education. Characteristics of adopters are discussed, as well as perceived attributes of innovations that can affect their adoption, including their relative advantages and risk, compatibility, complexity, trialability, and observability. Applications of electronic text in higher education that are described include computer-aided instruction, computer-assisted registration, and electronic versions of discussion groups, "office hours," student advising, catalogs, course scheduling, course syllabi, bookstores, libraries, campus box offices, student record services, admissions screening services, "invisible colleges," and conventions and journals. A causal model is explained that allows, through laboratory simulations, the study of the relationship between perceptions that affect the adoption or the rejection of electronic text as an innovation. Eighteen references are listed. (LMM)

ED 255 212 IR 051 055

McCandless, Patricia; And Others
The Invisible User: A User Needs Assessment for Library Public Services.
SPONS. AGENCY- General Electric Foundation, Ossining, N.Y.
PUB DATE- Jun 84
NOTE- 18p.; Paper presented at the Meeting of the Association of College and Research Libraries, Science and Technology Section (Dallas, TX, June 23, 1984). For related document, see IR 051 074.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Computers; Higher Education; *Information Needs; Information Retrieval; Input Output Devices; Library Planning; Library Services; *Needs Assessment; *Online Systems; Technology Transfer; *User Satisfaction (Information); Use Studies
IDENTIFIERS- Online Catalogs; *University of Illinois Urbana Champaign

Recognizing that the proliferation of personal computers and microcomputers has made it possible for individuals to access information and library resources electronically, a user study was undertaken by an academic library to determine if these "invisible" individuals accessed information differently than more traditional library users. A needs assessment survey questionnaire was both mailed to a stratified random sample of 1,200 teaching faculty (to ensure a representative distribution from the sciences, the humanities, and the social sciences) and also mounted on the University of Illinois' PLATO system and the campus' primary mainframe, the CYBER 175. Paper questionnaires were returned by 615 individuals. The online questionnaire was completed by 71 CYBER and 37 PLATO users out of a population of unknown size. Responses from both the printed and online questionnaires were coded and analyzed using the SPSS software. The subject of this paper is an initial, and primarily descriptive, examination of the data. The data are evaluated by method of response (mail or computer) and by broad subject discipline (humanities, sciences, and social sciences). Four tables accompany the report. (THC)

ED 255 252 JC 850 117

Desiderio, John
Bringing Recruitment On-Line.
West Shore Community Coll., Scottville, Mich.
PUB DATE- 11 Mar 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Computer Oriented Programs; Databases; *Information Systems; Program Descriptions; *Program Development; *Student Recruitment; Two Year Colleges

Proper planning and the use of current computer technology can provide a mechanism not only for coordinating and directing a broad-based recruitment program, but also for compiling a detailed database on applicant and prospective student markets. At West Shore Community College, these objectives were addressed through the development of an on-line Prospective Student Contact System (PSCS), which provides: (1) a systematic process of communicating with prospective students; (2) the mechanism and data to measure the effectiveness of recruitment efforts; (3) a database of information on the curricular interests and demographic characteristics of applicants and prospective students; and (4) information indicating which member of the college community had made contact with a prospective student and when and where. The PSCS involves two inseparably linked processes: a recordkeeping function and an information delivery system, which provide for the constant monitoring of and communication with prospective students once a request for information has been received. This descriptive report includes information on the computer configuration used to operate the system, the data obtained for each prospective student and how the data are used, and the output of the PSCS (e.g., status inquiry reports by program, high school, curricular interest, and date of enrollment; and mailing labels). Appendices provide a flowchart illustrating the PSCS and sample status inquiries. (LAL)

ED 255 280 JC 850 157

Articulated Programs between High Schools and Community Colleges in Maryland.

Maryland State Board for Community Colleges, Annapolis.

PUB DATE- Dec 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; *Cooperative Programs; High Schools; Questionnaires; State Surveys
IDENTIFIERS- *Maryland

In April 1984, a survey of all community college presidents in Maryland was conducted to gather information about articulation activities and agreements between community colleges and high schools. The survey focused on the following types of articulation activities: high school students taking college courses; high school students receiving advanced placement and/or college credit based on the successful completion of examinations or selected high school courses; and formal articulation agreements between college boards of trustees and county boards of education. The survey also sought information on the use of national examinations such as Advanced Placement (AP) and College Level Examination Program (CLEP). Study findings, based on responses from 17 presidents, included the following: (1) all of the 17 colleges allowed high school students to enroll in college courses; (2) 16 colleges used examinations to assess prior learning and then granted advanced placement and college credit accordingly; (3) nine colleges granted advanced placement solely on the basis of high school courses; and (4) eight colleges had some kind of formal articulation agreement with the local board of education. The study report includes the survey instrument, a list of colleges with articulation agreements, and sample agreements. (HB)

ED 255 347 RC 015 224

Catalano, Stephen

A Systemic Approach to the Development of a Sexual Abuse Protocol in a Rural Community: An Examination of Social Work Leadership Theory and Practice. Issues in Clinical Practice.

PUB DATE- 30 Jul 84
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Services; Definitions; Etiology; *Family Problems; Leadership; Program Descriptions; Program Development; Program Implementation; Rural Areas; *Sexual Abuse; *Social Workers; *Systems Development; Teamwork; *Therapy
IDENTIFIERS- New Hampshire

The paper presents the multi-factorial problem of sexual abuse of children within their families, provides definitions of relevant terms (incest, sexual abuse, sexual misuse, molestation, sexual assault, rape), reviews the epidemiology of sexual abuse and its effects, and traces development of a Sexual Abuse Resource Team in a rural/resort New Hampshire community. It is noted that although the problem of sexual abuse has been referred to as a growing problem of "epidemic" proportions, this is attributable in large part to the fact that recognition and reporting of sexual abuse has significantly increased during the last 20 years. The various factors contributing to the etiology of sexual abuse are discussed and it is concluded that appropriate therapeutic response extends beyond any social, rehabilitative, or mental health service acting in isolation. This need for concerted action is cited as the reason for developing a systematic response, or protocol, to maximize opportunities for comprehensive and therapeutic investigation and outcome in rural communities where services are often limited. The discussion about the rural New Hampshire Sexual Abuse Resource Team addresses the crucial skills clinical social workers need to design, organize, and implement such a program. A diagram highlights how the protocol can be developed. (BRR)

ED 255 168 HE 018 225

Financial Responsibilities of Governing Boards of Colleges and Universities. Second Edition.

Association of Governing Boards of Universities and Colleges, Washington, D.C.; National Association of Coll. and Univ. Business Officers, Washington, D.C.

REPORT NO.- ISBN-0-915164-17-5
PUB DATE- 85
NOTE- 123p.; Second edition supported by the Coopers & Lybrand Higher Education Industry Group.
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (member $16.00; nonmember $20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; Capital Outlay (for Fixed Assets); *College Administration; College Planning; Expenditures; *Financial Policy; Financial Support; *Governing Boards; Higher Education; Income; *Money Management; Operating Expenses; *Recordkeeping; Reports; School Accounting; Trustees

Financial planning and management responsibilities of college governing boards are examined. External factors and the institution's condition and direction of movement are addressed, along with policies concerning financial resources (e.g., tuition, financial aid, investments, and educational and auxiliary sales and services). Also considered are: (1) objects of expenditures, including personnel expenses, purchasing, capital outlays, and energy; (2) the management of capital, loan funds, endowment and plant funds, and long-term debt; and (3) the protection of resources through audits, risk management and insurance, patents and copyrights, and legal counsel. Finally, a basic system of reporting for the governing board is described, with illustrative formats for 18 reports. The basic reporting system is composed of the following: state of the institution, long-range plan and budgets, operating reports, results of operations, and external auditor's report. Appended are sample balance sheets, statement of changes in fund balances, a statement of current funds revenues and expenditures, a conflict of interest questionnaire, a glossary, and a bibliography. Each section of the guide includes a list of questions for trustees to consider. (SW)

ED 255 196 IR 011 568

Gardner, Mary, Ed.; Reed-Mundell, Charlene, Ed.
High Technology and Education. Proceedings of Fueling the Education Explosion Conference 4 (Cleveland, Ohio, September 20-21, 1984).
Fueling the Education Explosion Conferences, Cleveland, OH.
PUB DATE- Sep 84
NOTE- 132p.; For earlier proceedings, see ED 251 641-643.
AVAILABLE FROM- Fueling the Education Explosion Conferences, 2155 Miramar Blvd., University Heights, OH 44118 ($5.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aerospace Technology; Community Colleges; Computer Graphics; Computers; *Educational Cooperation; Futures (of Society); *Space Exploration; Space Sciences; *Technological Advancement; *Technology Transfer
IDENTIFIERS- Biotechnology; *National Aeronautics and Space Administration

This document provides nine papers presented at a 2-day conference where representatives of the National Aeronautics and Space Administration (NASA) described the future of space exploration and discussed the implications of that future for educators. The proceedings begins with an introduction by Ralph Winrich, NASA Aerospace Education Specialist, and a welcome by Andrew Stofan, Director of the Lewis Research Center. Papers from the first-day session include the following: "Beyond the Space Station--the Long-Range Future" (Jesco von Puttkamer); "No Fuel Like an Old Fuel" (William Higginson); "Computer Graphics" (Peter F. Demers); "Linkage between NASA and Schools" (R. Lynn Bondurant); and "Surfing the Third Wave" (Richard Byrne). A second day welcome by Omar Olson, President of Lorain County Community College (LCCC), is followed by "Education and the Communications Revolution" (Richard Byrne); "Biotechnologies--A Quick Introduction" (Jean Marx); "High Technologies at LCCC" (Dallas Garrett); and "Where Can the Interaction between High Technology and Education Take Us in the Future?" (Allan McLeod). A list of participating organizations, notes on the conference sponsors, and a list of the steering committee is included. (LMM)

ED 255 321 PS 015 042

RiCharde, Stephen; Wang, Alvin Y.
Generalization of Self-Efficacy in Children.
PUB DATE- Mar 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Atlanta, GA, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; *Generalization; Grade 2; *Memorization; *Mnemonics; *Paired Associate Learning; *Performance Factors; Pretests Posttests; Primary Education
IDENTIFIERS- Memory Training; *Self Efficacy

To test the hypothesis that a bidirectional or hierarchical relationship exists between self-efficacy and mnemonic self-concept, an investigation was made of the relationship between a task-independent learning strategy and self-efficacy for a variety of cognitive skills. A total of 60 second graders were pretested for self-efficacy on four learning tasks: a paired-associate learning task, memory for unfamiliar vocabulary words, rote memory for a list of numbers, and simple subtraction problems. Subjects, shown each task for about 2 seconds, were asked to judge how sure they were that they could perform the task. Children were then given generalized memory-monitoring training and taught two strategies for memorizing word pairs in a paired-associate memory task. Ineffective word repetition and effective sentence elaboration strategies were taught to each subject. In a post-training test trial, subjects were instructed to choose the best way to remember and were tested on a third list of noun pairs. After the testing trial, children were posttested for self-efficacy on the four learning tasks used in the pretest. Results indicated that 39 subjects chose the elaboration method for the final paired-associate learning task, while 21 resorted to the repetition method. The effective elaboration strategy improved self-efficacy not only for the paired-associate learning task but also for the similar vocabulary word memory task. (Implications for classroom teaching are briefly discussed.) (Author/RH)

ED 255 334 RC 015 165

Gomez, Ernesto; Cerda, Gilberto

The Social Significance and Value Dimension of Current Mexican American Dialectal Spanish. A Glossary for the Human Service Professions. Part II.

Our Lady of the Lake Univ., San Antonio, Tex.

SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Manpower and Training Programs.
PUB DATE- Aug 76
NOTE- 223p.; Part I is out of print. Study conducted by the Bilingual-Bicultural Teaching-Learning Center, Centro del Barrio, Worden School of Social Service.
GRANT- MH13619
LANGUAGE- Spanish; English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Definitions; Dialect Studies; Folk Culture; *Glossaries; Idioms; Language Styles; *Language Usage; *Mexican Americans; Proverbs; *Regional Dialects; Social Dialects; *Spanish; Vocabulary
IDENTIFIERS- *Texas (San Antonio)

Results of a study documenting the Mexican American's unique Spanish dialectal expressions used in the barrios of San Antonio, Texas, and its surrounding areas are presented. The expressions included are those which were not recorded in the "Diccionario de la Real Academia Espanola" (19th Edition) or which were recorded therein but with different meanings. The glossary defines approximately 1,000 dialectal terms, idiomatic phrases, interjections, proverbs, maxims, and familiar sayings. Divided into three sections, the glossary reflects the language used by different age, social, and economic groups living in the study area. Section I includes all terms, archaic terminology, and words of Spanish American origin recorded or not in the "Diccionario." Section II provides locutions and idiomatic expressions which consist of two or more words whose grouping as a phrase has its own peculiar meaning. Section III includes proverbs, maxims, or familiar sayings of the study group. Using the Spanish alphabet, entries are alphabetically listed. Significance of the Spanish dialectal term is given in English. A sample sentence in Spanish and its English translation are provided. Phrases in Sections II and III are alphabetized according to one of the words in each phrase, using the following order of preference: noun, adjective, adverb, interjection, verb, and pronoun. (NQA)

ED 255 361 SE 045 435

Markovits, Paul S.; Johnson, Ruth M.

Preservice Science Education - What Effect Methods Classes?

PUB DATE- 85

NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary School Science; *Elementary School Teachers; Graduate Study; Higher Education; *Learning; *Methods Courses; *Preservice Teacher Education; *Science Education; Science Teachers; Secondary School Science; *Secondary School Teachers; Teacher Attitudes; Teacher Education Programs; Undergraduate Study

IDENTIFIERS- Science Education Research

Five years of data related to teachers' perceptions of learning and knowledge were analyzed to ascertain whether differences existed between preservice elementary and secondary science students (N=435). These data were generated from a questionnaire derived from assumptions about learning and knowledge. The assumptions address five areas of learning: motivation; conditions of learning; social learning; intellectual development; and evaluation. Knowledge assumptions comprise a sixth area. The data were analyzed using a Chi Square statistic with the probability set at the .05 level of significance. Results indicate no significant differences in prescores for either elementary undergraduate and graduate students or secondary undergraduate students. No significant differences occurred with post scores between undergraduate and graduate elementary education students. However, significant differences occurred between undergraduate elementary and secondary students in the areas of assumptions about motivation, conditions of learning, and knowledge requirements of school children. These results support the National Science Teachers Association recommendations for the certification of elementary and middle/junior high school science teachers. Also, there is some indication that inservice and preservice education need to follow varying paths. (Author/JN)

ED 255 404 SO 016 229

Fritsche, JoAnn M.
Toward Excellence & Equity: The Scholarship on Women as a Catalyst for Change in the University.
Maine Univ., Orono.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 84
NOTE- 350p.
AVAILABLE FROM- Equal Opportunity and Women's Development Programs, 324 Shibles Hall, University of Maine at Orono, Orono, ME 04469 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption (Ideas); Case Studies; *Change Strategies; *Educational Change; Educational Needs; Educational Strategies; Equal Education; *Females; Feminism; Financial Support; Higher Education; *Integrated Curriculum; Political Issues; Program Descriptions; Program Evaluation; Program Implementation; Resource Materials; *Sex Fairness; Student Attitudes; Teacher Attitudes; *Womens Studies
IDENTIFIERS- Feminist Scholarship

This handbook was designed to help educators in higher education initiate a project that will integrate women's research, values, and perspectives into the curriculum and promote equity for campus women. There are six chapters. The first chapter examines ways to develop support for a curriculum project. Separate sections discuss rationales and specific steps to take to gain faculty and administrative support. Chapter 2 presents principles and methods of implementing a pilot project. The third chapter offers suggestions for securing support to ensure project continuation and eventual institutionalization of project goals and strategies. Chapter 4 presents the experiences of some project coordinators, who describe the risks, difficulties, and rewards of developing and coordinating curriculum integration projects. In the fifth chapter, five experienced faculty members tell how students and colleagues responded when faculty presented courses in which academic feminist scholarship and values were integrated. The concluding chapter contains three essays that explain how a curriculum integration project can be related to the objectives of facilitating change in the institution. Assessment instruments for project evaluation are provided in the appendix. A bibliography of resources is also included. (RM)

ED 255 026 EC 172 085

Wolinsky, Gloria F.; And Others
A JTPA School to Work Transition Program for Disabled University Students.
City Univ. of New York, N.Y. Hunter Coll.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 8 Mar 85
NOTE- 21p.; Paper presented at the Council for Exceptional Children and Northeast Regional Resource Center National Conference on Secondary, Transitional and Postsecondary Education for Exceptional Youth (Boston, MA, March 7-9, 1985). Funded by the Job Training Partnership Act.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Education Work Relationship; Employment; Job Placement; Job Skills; Program Descriptions; Program Development; Secondary Education; *Transitional Programs

A program developed at Hunter College of the City University of New York is designed to help handicapped students make a successful transition from school to work. The program provides students with unsubsidized short-term employment in the business sector and allows them to develop appropriate work habits and skills. Six program components are discussed: (1) assessment, (2) job preparation (environmental factors, work site accessibility, and interview skills); (3) job development and placement; (4) followup (post-placement services on individual and group basis); (5) counseling and resource linkage; and (6) life skills seminars (monthly meetings to address life skills issues such as money management, computers, fitness and stress management). Examples of two students who participated in the program are cited. (CL)

ED 255 084 FL 015 014

Curriculum Guide for Spanish Language Arts, Level D. Working Draft = Guia para la ensenanza de las artes del lenguaje espanol, nivel D. Edicion experimental.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 78

NOTE- 133p.; For related documents, see FL 015 010-023.

LANGUAGE- Spanish

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Bilingual Education; Class Activities; *Classroom Techniques; Comprehension; Curriculum Guides; Elementary Education; Evaluation Criteria; Grade 1; *Language Arts; *Literature Appreciation; Native Language Instruction; *Reading Instruction; *Spanish; Student Evaluation; *Study Skills

The curriculum guide for teachers of Spanish language arts for native Spanish-speaking primary students in the Chicago public schools' bilingual education program is introduced by a section outlining the program and defining the areas to be emphasized in the program: word attack, comprehension skills, study skills, and literature appreciation. Sections follow for each of the areas of emphasis, containing specific behavioral objectives and skills, instructional strategies and class activities for them, evaluation criteria, and a place for teachers to note useful references. Some illustrations are provided, and a bibliography is appended. Except for a preface and instruction in English, the text is entirely in Spanish. (MSE)

ED 255 100 HE 017 594

Connors, Shawn M.
How to Survive and Prosper in the Real World after Graduation: An Unconventional Approach to Achieving Your Success.
PUB DATE- 84
NOTE- 94p.
AVAILABLE FROM- Connors & Associates Publishing, 3721 South Westnedge Avenue, Suite 62, Kalamazoo, MI 49008 ($15.00 plus shipping & handling fee).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131)
DESCRIPTORS- Career Choice; *College Graduates; Communication Skills; *Creativity; *Employment Opportunities; Higher Education; *Information Sources; Publications; Research Skills; *Social Networks; Success

Unconventional advice to help college graduates be successful is offered. Ways to find sources of money (i.e., jobs) are described, including: using services or products offered through the mail, making phone calls to build a network of contacts in a particular industry, attending seminars to further one's knowledge of a field, learning about associations that could help one's career, and using directories and other reference tools. The value of reading, especially nonfiction books and materials such as newsletters, newspapers, and magazines, is stressed. Information and perspectives concerning the economy are also provided, along with advice on saving and investing money, including real estate investments and tax shelters. Learning how to research a topic, use the library, and communicate are identified as important outcomes of a college education. Students should choose a research topic that is related to the industry or field they may be interested in pursuing, since student reports can be applied to gain employment, to act as a consultant, or to self-publish the information. Perspectives on creativity are also offered and linked to problem-solving, communication skills, humor, experience, and power. The choice of a career and the possibility of starting a business are also addressed. An annotated bibliography is included. (SW)

ED 255 128 HE 018 180

Kacmarczyk, Ronald H.
Is There Life After the Golden Years? American Higher Education in the '80s and '90s.
PUB DATE- 84
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; *College Administration; Declining Enrollment; Federal Aid; *Financial Policy; Financial Problems; Government Role; *Government School Relationship; *Higher Education; Private Colleges; *Public Policy; *Retrenchment; State Aid; State Colleges; Trend Analysis

Historical developments and current trends affecting American higher education are discussed, along with government and college reactions to problems. A review of the literature covers: retrenchment, the federal role in the past, the role of the states, the private sector, population declines, inflation and unemployment, a loss of confidence in higher education, competition for government funds, and government regulation and deregulation. Several states have instituted new ways to finance public higher education, including institutional funding formulas. The federal government has sought to reduce student grants and loans because of the federal budget deficit. Elements of the Reagan Administration's educational policy are outlined. Additional topics include: federal and state actions that affect private colleges, the quality and nature of collegiate managers, possible responses by colleges to declining enrollments, maintaining educational quality, and collegiate responses to financial constraints. (SW)

ED 255 142 HE 018 197

Garke, Esther
Higher Education in Switzerland. Monographs on Higher Education.
United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.
REPORT NO.- ISBN-92-3-102292-X
PUB DATE- 84
NOTE- 86p.
AVAILABLE FROM- European Centre for Higher Education, United Nations Educational, Scientific, and Cultural Organization, 39 Stirbei Voda Street, Bucharest, Romania.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; *College Admission; College Faculty; College Programs; Degrees (Academic); Educational History; *Educational Policy; Enrollment Trends; Expenditures; Foreign Countries; *Higher Education; Majors (Students); Public Education; Research and Development; *Student Characteristics; Technical Institutes; Universities
IDENTIFIERS- *Switzerland

The federal system of higher education in Switzerland is described. Consideration is given to: the links between the second and third cycle education that facilitate access to higher education; the system of examinations and diplomas; research; university libraries; nontraditional education; and working conditions for faculty. After summarizing the history of higher education in Switzerland, attention is directed to education, research, and service roles of colleges, and the relationship of the university and the labor market. Information is provided on: degrees awarded, the university sector, higher technical schools, teacher education, advanced study, the Federal Institute of Technology, admission criteria for the different sectors, university certificates and licenses, characteristics of students by sector, college administration and finance, scholarships, and international relations at the university level. Appendices include curriculum descriptions and data on: the number of teachers, students, and college graduates; the number of students by field of study and sex; proportion of women in university education; full-time teachers by discipline, 1983; and research and development expenditures by discipline and number of teachers, 1975. (SW)

ED 255 155 HE 018 211

Hayes, Harold L.
Experimental Model for Stimulating Creative Problem Solving by Engineering Students.
PUB DATE- Aug 84
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Creative Thinking; Educational Research; *Engineering; *Heuristics; Higher Education; *Learning Processes; Models; Performance Tests; *Problem Solving

A heuristic model designed to improve creative problem-solving by engineering students was studied. Ten students majoring in industrial engineering were pre-tested to establish the range and accuracy of their performance prior to training and to identify stereotyped thinking. The test was an adventure scenario with 50 embedded problems along with a performance problem that required the student to build a simple machine designed to solve a specific performance problem. After demonstrating that thinking has a tendency to become stereotyped, students were shown processes for revising the stereotype, discovering the components of a problem, and analyzing the component patterns within the problem. Training included lecture, demonstration, discussion, and application. Students were expected to see the relationship between the differentiation processes and the associations or patterns that could be developed from the parts. The model was effective for 60 percent of the students, while the other 40 percent showed positive change even though they did not achieve a significant level of change. It is concluded that certain basic processes involved in creative problem-solving appear to be easily stimulated and developed with this short-term stimulation technique. (SW)

ED 255 239 IR 051 086

International Seminar on National Information Policy and Planning (Dubrovnick, Yugoslavia, June 25-29. 1984). Final Report.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

REPORT NO.- PGI-84/IPP/DUB/4; PGI-85/WS/8
PUB DATE- Nov 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Developed Nations; Developing Nations; Guidelines; *Information Dissemination; *Information Needs; Information Processing; Information Retrieval; Information Science; International Organizations; *Policy Formation; Position Papers; Seminars; *Technological Advancement
IDENTIFIERS- *Information Policy; *National Policy

This is the final report from a seminar organized to provide a forum for information specialists and planners, from both developing and developed countries, to exchange experiences on major issues and problems involved in the formulation of national information policies and plans and their implementation. A primary concern was to examine the proposals contained in the working document (PGI-84/IPP/DUB.3), which was a consolidation of proposals and guidelines presented in various Unesco/PGI (General Information Programme) documents on information policy and planning. This six-part document comprises: (1) Introduction (for whom the guidelines are intended, type of guidelines required, and how useful previous guidelines have been); (2) The Scope of National Information Policy; (3) Means and Methods for Meeting Information Requirements; (4) Generating, Collecting, and Disseminating Information; (5) Statement of Basic Policy and Policy-Making Procedures; and (6) Implementing Information Policy. A list of seminar participants, consultants, and observers is included. (THC)

ED 255 253 JC 850 118

Master Plan: Santa Fe Community College.
Arrison, Inc., Santa Fe, NM.
SPONS. AGENCY- Santa Fe Community Coll. Board, NM.
PUB DATE- Jan 85
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Campus Planning; *College Planning; Community Colleges; *Educational Facilities Planning; Facility Requirements; Master Plans; School Space; Site Analysis; *Space Utilization; Two Year Colleges

This master plan for Santa Fe Community College (SFCC) was prepared to provide the college with a base document to guide the initial and future development of the campus. The report begins with historical background of the development of the college from the recognition of the need for the college in the 1970's to its creation in 1983. Next, the mission and goals of SFCC are outlined. The following sections provide a service area profile, describing population and demographic trends; enrollment growth and student characteristics for fall 1983 through spring 1984; enrollment projections and growth patterns for New Mexico community colleges and for SFCC; a list of degree and certificate programs currently offered and to be developed; and instructional space needs and space utilization, based on projections of the number of students and the hours they will attend classes each week. Next, the facilities required to accommodate the enrollments projected for 1990 are specified within the categories of instructional support and instructional spaces. The next sections provide information on the selected site and how it can best be utilized. The final sections provide a schedule for the construction of the campus, discuss cost estimates, and address future considerations. (HB)

ED 255 294 PS 014 990

Baxter, Cynthia McHugh; Workman, Susan

The Influence of Teacher Behavior on Child Social Participation Behavior.

PUB DATE- 83

NOTE- 13p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Interpersonal Competence; Peer Relationship; Play; *Preschool Children; Preschool Education; *Preschool Teachers; Sensitivity Training; Socialization; *Student Behavior; *Teacher Behavior; Teacher Student Relationship

IDENTIFIERS- *Cooperative Play; *Social Participation

The study, which investigated the influence of teacher behavior on the social participation of 4-year-old preschool children, was conducted in three phases: pretraining, training, and post-training. In the first phase, four preschool teachers were observed for approximately 30 minutes, 3 days a week, for a 2 week period during free play sessions at a university laboratory school. Their behaviors were then encoded according to the behaviors defined by Fagot (1973). The children's behaviors were coded according to the social participation behaviors defined by Parten (1932). Teacher behaviors which occurred most frequently during children's cooperative play at the pretraining phase were chosen for the training phase. Training sessions (held for 1/2 hour, 3 days a week, for a 2 week period) included instructional handouts to guide videotape viewing and daily feedback for classroom performance of training behaviors. Results indicated that videotape training was effective in increasing teacher play and observing behaviors. Children's behaviors changed when teacher behaviors changed. Increased amounts of associative and cooperative play were observed, while parallel and unoccupied behaviors decreased. Cooperative play only increased during the training phase of the study. (Author/AS)

ED 255 308 PS 015 020

Lovering, Kerry
Cost of Children in Australia. Institute of Family Studies Working
Paper No. 8.

Institute of Family Studies, Melbourne (Australia).
REPORT NO.- ISBN-0-624-87092-6
PUB DATE- Aug 84
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Rearing; *Clothing; Comparative Analysis; *Consumer Economics; *Cost Effectiveness; *Family Income; Federal Legislation; *Food; Foreign Countries; Government Role; Research Methodology; Social Change; Social History
IDENTIFIERS- *Australia; United Kingdom; United States

This report estimates costs of feeding and clothing Australian children at a basic survival level. Detailed information is provided on the types of costs incurred by families at different income levels and with children of different ages. After a brief introduction characterizing the study and summarizing findings, discussion focuses on the history of the Australian government's intervention in alleviating family poverty. Such intervention is subsequently reviewed in relationship to falling birth rates, a changed attitude to children, and an extension of the dependency of young people. Legislation in Australia related to the cost of childrearing is also briefly discussed. Subsequently, the methodological approach of the study is described, and a comparison is made of Australian costs with those of the United Kingdom and the United States. Specifically contrasted are costs for food, clothing, and other items, including costs of household articles, lighting, heating, schooling, entertainment, and holidays. Concluding remarks recommend caution in using the cost figures, delineating some of the calculations' deficiencies. Directions for future research are indicated. Appendices I through III present a minimum diet for preschool-age children, a low cost menu for two adults and two young children, and "costed" food plans for 2-, 5-, 8-, 11-, and 15-year-olds. Appendix IV discusses budgetary and survey approaches to research on costs of childrearing. (RH)

Kozelka, Paul R., Comp.; Agbovi, Yao Ete, Comp.
Ewe (for Togo). Special Skills Handbook. Peace Corps Language Handbook Series.
Experiment in International Living, Brattleboro, VT.
SPONS. AGENCY- Peace Corps, Washington, D.C.
PUB DATE- 80
NOTE- 119p.; For related documents, see ED 203 708-709.
CONTRACT- PC-79-043-1034
LANGUAGE- Ewe; English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- African Culture; African History; African Languages; Agriculture; Animal Husbandry; Daily Living Skills; Diseases; English; *Ewe; *Folk Culture; Health Services; Independent Study; Instructional Materials; Interpersonal Relationship; Language Skills; Letters (Correspondence); News Media; Proverbs; Religion; *Second Language Instruction; *Skill Development; *Sociocultural Patterns; *Vocabulary
IDENTIFIERS- Peace Corps; *Togo

A book of language and cultural material for teachers and students of Ewe presents vocabulary lists and samples of Ewe language in various contexts, including letters, essays, and newspaper articles. Although not presented in lesson format, the material can be adapted by teachers or used by students for independent study. It is divided into two main parts: general skills and technical skills, with Ewe and English on facing pages. Contents of the general skills section include these topics: proverbs, letter writing, sports, funeral ceremonies, traditional holidays and festivals, totems and taboos, divination, church, clothing, body parts, diseases and injuries, getting a motorbike repaired, foods, relationships between men and women, a history of the origins of the Ewe peoples, articles from Togo-Presse, Ewe folk tales, traditional songs, and traditions. The technical skills section topics include: going to meetings and making speeches, construction, digging wells, raising chickens, raising rabbits, raising cattle, animal traction, prenatal consultations, postnatal consultations, a health questionnaire, school gardening, and taking care of water. Worksheets are included for both sections. (MSE)

ED 255 054 FL 014 938

Descriptive Analysis of Title VII-Funded State Education Agency Activities. Executive Summary.

National Clearinghouse for Bilingual Education, Rosslyn, VA.; SRA Technologies, Inc., Arlington, VA.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 84
NOTE- 9p.; For related documents, see FL 014 936-937.
CONTRACT- 7706-83-4690
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Role; *Bilingual Education; Budgeting; Certification; Coordination; Curriculum Development; Data Collection; Educational Quality; Federal Aid; *Federal Programs; Information Dissemination; Material Development; National Surveys; *Program Administration; *Resource Allocation; *State Boards of Education; Teacher Education
IDENTIFIERS- *Elementary Secondary Education Act Title VII

An executive summary of the results of a national study of the state education agencies' (SEAs) use of funds provided by the 1974 amendments to Title VII of the Elementary and Secondary Education Act are presented. The study was undertaken to (1) describe and analyze SEA policies and activities regarding bilingual education, (2) describe and analyze the SEA-level management structure for the coordination of technical assistance, and (3) provide information on technical management and assistance activities the Department of Education may use to help SEA grantees assist local schools in building their capacity to provide bilingual education services to language minority students. The study involved a literature review, analysis of Title VII grant applications submitted by SEAs, and case studies of the implementation of Title VII grants in nine states. The results presented include an examination of the allocation and distribution of grant funds, SEA use of grant funds, issues appearing to merit legislative or regulatory attention, including Title VII administrative procedures, service delivery, oversight responsibilities, federal guidance for SEAs, grant versus contract funding of support centers, and differential fiscal support. (MSE)

ED 255 070 FL 014 956

Rowch, Nancy
A Parent's Guide to Education. Lao Edition.
Nebraska State Dept. of Education, Lincoln. National Origin Project.
PUB DATE- Jun 84
NOTE- 24p.
LANGUAGE- Laotian; English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Policy; Asian Americans; Attendance; Board of Education Policy; Curriculum; Discipline Policy; Dress Codes; *Educational Policy; Elementary Secondary Education; *English (Second Language); Equal Education; Extracurricular Activities; Grades (Scholastic); Health; Homework; Hygiene; Immigrants; *Laotians; Lunch Programs; Migration; Parent Education; *Parent Materials; *Parent School Relationship; Parent Teacher Conferences; Physical Education; Place of Residence; Special Education

A guide for Lao-speaking parents of elementary and secondary school students in Nebraska provides in Laotian, and then in English, information concerning education in the state. Topics covered include: state policy concerning enrolling children in school, medical requirements for enrollment and attendance, the school curriculum requirements and learning English both in regular English classes and in English as a second language programs, physical education, special education, school requirements for equity and non-discrimination, homework and grades, school clothing and grooming, notes from school, school visits by family members, school lunches, extracurricular activities, absences and illnesses, weather and school closing or early dismissal, disciplinary action, and moving within or outside the school district. (MSE)

ED 255 182 IR 011 551

Moe, Daniel J.
The Effects of Sex, Residence Status, Grade Level, and Usage Level on Computer Equity.
PUB DATE- 84
NOTE- 47p.; Master's Thesis, South Dakota State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Analysis of Variance; *Computer Assisted Instruction; *Computers; Computer Science Education; *Educational Environment; Elementary Secondary Education; Grade 4; Grade 9; Grade 11; Questionnaires; *Sex Differences; *Student Attitudes; *Teacher Behavior; Use Studies

This study was designed to determine whether children's attitudes and interests with regard to computers and computer science vary by sex, residence status (whether students lived in town or in the country), grade level, and computer usage levels. Subjects were 277 students in grades 4, 9, and 11 in the Watertown, South Dakota, public schools. An attitude inventory was developed and used to measure attitudes toward each of five subscale areas: (1) computer learning-related activities; (2) teacher interpersonal relationships in regard to the computer; (3) aspects of teacher instructional behavior in regard to the computer; (4) the computer, from a personal viewpoint; and (5) the social structure and climate of one's school in regard to computer utilization. A composite score was also computed for each subject. Analysis of variance and F-tests were used to compare mean scores of students in the five areas and the composite score. The study found no significant differences between sexes by any of the grade levels. Attitude scores lowered significantly, however, as grade levels rose. Significant differences were also noted in attitude and interest by usage level and in high school girls who believed that they were being catered to more by teacher contacts and interpersonal relationships. Seventeen references and the computer attitude inventory are included. (LMM)

ED 255 213 IR 051 060

Jaffe, Lee; And Others
Report on Library-Related Microcomputer Use.
California Univ., Berkeley. Univ. Libraries.
PUB DATE- 21 Dec 84
NOTE- 35p.; Prepared by the Microcomputer Task Force.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Automation, *Library Services; *Microcomputers; Online Systems; Reference Services
IDENTIFIERS- Electronic Mail; IBM Personal Computer; *University of California Berkeley

This task force report on current and anticipated needs relating to the use of microcomputers in libraries on the University of California, Berkeley, campus is intended to serve as a fundamental document, the basis for future discussion, planning, and development. The task force divided into two groups to consider the issues of staff use of microcomputers and library support of public uses separately. Following weekly subgroup meetings from August through October, 1984, the task force reconvened to assemble this report, which is divided into two major sections: (1) staff use (including training, microcomputer applications, communications, coordination, scheduling, supplies, maintenance, and security), and (2) public use (including reference, online catalog, library instruction, online database searching, circulation, course reserves, collection development, and new services). Each section consists of discussions of issues and options followed by specific recommendations. A summary of the combined recommendations from these two sections makes up the final section. Electronic mail is referred to generically throughout the report. Appendices include various relevant documents, notably a report on microcomputer uses in subject specific and branch libraries. (THC)

ED 255 226 IR 051 073

University of California, Riverside, Public Services Study Report. Public Services in Research Libraries: A Self-Study. One of a Series of Self-Studies and Research Projects.

Association of Research Libraries, Washington, D.C. Office of Management Studies.; California Univ., Riverside. Library.

SPONS. AGENCY- General Electric Foundation, Ossining, N.Y.

PUB DATE- Jun 84

NOTE- 69p.; For related documents, see IR 051 066-074.

AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($15.00 per copy, prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Libraries; *Communications; Higher Education; Information Needs; *Library Administration; Library Automation; Library Facilities; *Library Personnel; Library Planning; Library Services; *Needs Assessment; Self Evaluation (Groups)

IDENTIFIERS- *University of California Riverside

This self-study by the University Libraries at the University of California, Riverside, involved the efforts of 35 staff members over a period of 11 months. Task forces were organized according to five issues: Role of the Library in the Future in Its Commitment to Public Services; Service Performance and Service Needs; Technology and Public Services; Organization, Staffing, and Management of Public Services; and Articulating the Library's Public Services Program. The 75 recommendations that resulted make up the major part of this report. The title of the staff member or committee responsible for implementation and a time line are provided for each recommendation, as well as the task force that proposed it. The list is divided into broad administrative areas: organization and administration; policy; communications; staff and staffing; services; facilities; and ancillary, which includes a Futures Study Group, research on information needs of scholars, and mechanisms for ongoing planning. This final report also includes the director's charge to the study team, a list of participants in the self-study, an introduction, and a study summary. Task force reports are available separately. (THC)

Vaughan, George B.
The Community College in America: A Short History. Revised.
American Association of Community and Junior Colleges, Washington, D.C.
REPORT NO.- ISBN-0-87117-141-4
PUB DATE- 85
NOTE- 33p.; Revised and updated edition of ED 220 140.
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($6.00; $5.00 bulk rate).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Programs; *College Role; *Community Colleges; *Educational History; Educational Legislation; Educational Philosophy; Professional Associations; State Colleges; *Two Year Colleges; Two Year College Students

A historical overview is provided of the development of community and junior colleges in the United States. Following introductory comments on the influences affecting the character and growth of the two-year college, the origins of the community college are traced. Emphasis is placed on the Morrill Act of 1862, views of 19th and early 20th Century educational leaders, the contributions of William Rainey Harper, California legislation, the founding of the American Association of Junior Colleges, and early writings on the junior college. Next, historical events influencing the establishment of the community college mission are highlighted, including the 1944 GI Bill of Rights, the 1947 President's Commission on Higher Education for American Democracy, and the postwar leadership of Jesse P. Bogue. Next, the boom years of the community colleges are discussed in terms of the rise of statewide systems and state support in the 1960's and 1970's; the advent of the open door philosophy; student aid legislation; changes in leadership and mission; and new services and clientele. The final chapter analyzes the current status of the community college, focusing on changing patterns of governance, the role of the Association of Community College Trustees, the Presidents Academy, political influences, the evolving mission, enrollment trends, faculty characteristics, the development of a body of literature on community colleges, the role of the ERIC Clearinghouse for Junior Colleges, the influence of Dale Parnell on the two-year college field, and future concerns. (LAL)

ED 255 281 JC 850 158

Martinez, P. Roberto L.
Early Alert: Academic Achievement as the Focus of Intrusive Counseling.
PUB DATE- 16 Apr 85
NOTE- 15p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (65th, San Diego, CA, April 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Community Colleges; Dropout Prevention; *Educational Counseling; Feedback; Program Descriptions; School Holding Power; Two Year Colleges
IDENTIFIERS- Santa Fe Community College NM

At Santa Fe Community College (SFCC), a proactive, "intrusive" approach to counseling has been developed to identify students who may be at the point of dropping out of classes due to anxiety and frustration. Under this approach, termed the Early Alert Referral System, the advisor takes responsibility for establishing contact with the students and addressing their needs before they become problems or barriers to success. First, the instructor fills out a form and sends it to the Admissions and Records Office if s/he believes the student is experiencing difficulties. If the student is still enrolled in the course, advisors in the Guidance Services Office will attempt to contact the student by phone to inform him/her of the instructor's concern and to let him/her know of the services (e.g., counseling, educational and career advisement, and tutoring) that are available to aid students in resolving difficulties. The instructor is then informed of the outcome of the contact. Since the initiation of the Early Alert Referral System, it has proved to be an effective tool in identifying students with academic or other problems and for referring them to appropriate sources of assistance. During 1984, 383 students were referred through the system. Of these students, 287 subsequently addressed the issues that were interfering with their academic program. Although 109 students withdrew from SFCC, in 92 of these cases, withdrawal was seen as the best course of action given the individual's situation. (HB)

ED 255 348 RC 015 225

Deaton, Robert; Vestre, Jon

Collaborative Continuing Education and Staff Training in Rural Areas.

PUB DATE- Jul 84
NOTE- 14p.; Paper presented at the National Institute on Social Work in Rural Areas (9th, Orono, ME, July 31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Human Services; *Professional Continuing Education; Program Costs; *Program Development; *Rural Areas; *Staff Development
IDENTIFIERS- *Collaborative Teaching; *Montana

Since 1979 collaborative activities in continuing education for human services workers in Montana have shown that combining training efforts among agencies and higher education units provides better instruction at a considerable savings in cost and particularly suits rural agencies with small training budgets and small, widely dispersed staffs. Planning efforts should first consider needs and resources of the target area. Any cooperating agency or working group must commit itself to share in the planning and costs (in-kind contributions constitute suitable cost sharing), and to provide a specific number of training participants for each activity. Planning is done by developing three menus ranging from A Menu (all possible training topics and needs) to C Menu (refined, final training needs lists). It is best to decide against shared training when courses are so specialized that only employees in a given job specialty can benefit. Problems are sometimes caused by philosophical differences in professional practice orientations of various agencies; if differences can be handled, greater understanding of diverse practices can result. Adequate planning can eliminate or reduce some agencies' tendency to protect their professional "turf." Montana now needs a human services training consortium to coordinate efforts and disseminate information about training events. (BRR)

ED 255 376 SE 045 470

Yackel, Erna; Wheatley, Grayson H.
Characteristics of Problem Representation Indicative of Understanding in Mathematics Problem Solving.
PUB DATE- Apr 85
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *College Mathematics; Educational Research; Higher Education; Information Processing; *Mathematical Models; *Mathematics Instruction; *Problem Solving
IDENTIFIERS- *Mathematics Education Research

This study investigated the problem representations formed by college students while solving mathematics problems. Problem representation characteristics indicative of understanding were identified by analyzing audio-tapes and written work of sixteen subjects, ages 16 to 24, who solved mathematics problems using the think-aloud technique. These characteristics fall into three broad categories: 1) content, 2) external code, and 3) processes involved in establishing the representation. This characterization is summarized in a problem representation instrument which can be used to assess the degree of understanding exhibited during problem solving. Significant positive correlations of the characteristics with follow-up tasks assumed to be indicative of understanding were obtained. (Author)

ED 255 390 SE 045 493

Bodner, George M.; McMillen, Theresa L. B.
Cognitive Restructuring as a First Step in Problem Solving.
PUB DATE- 85
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985). For a related document, see SE 045 494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; *Cognitive Structures; *College Science; *Heuristics; Higher Education; *Problem Solving; Science Education; *Spatial Ability
IDENTIFIERS- *Science Education Research

Chemists have bemoaned for years their students' inability to solve problems in introductory chemistry courses. However, at least part of this inability must be attributed to the fact that chemists have historically tried to teach their students to solve problems by doing nothing more than working examples. In recent years, chemists have begun to realize the importance of general strategies or heuristics in problem-solving, and they have become particularly enthralled with the "road map" approach to problem-solving. There is abundant evidence, however, that students who understand this approach all too often still cannot solve "simple" stoichiometry problems. The hypothesis behind the research discussed in this paper is the assumption that there is a preliminary stage in problem-solving which most chemists have neglected. During this preliminary stage, relevant information is disembedded and the problem is restructured. Until this stage is successfully completed, students cannot proceed on to the analytic stage in which the road map heuristic can be applied. Preliminary evidence supporting this hypothesis is presented which suggests that there is a linear correlation between students' ability to handle disembedding and cognitive restructuring tasks in the spatial domain and their ability to solve "simple" stoichiometry problems. Nine references are listed. (Author/JN)

ED 255 085 · FL 015 015

Curriculum Guide for Spanish Language Arts, Level E. Working Draft = Guia para la ensenanza de las artes del lenguaje espanol, nivel E. Edicion experimental.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 78
NOTE- 96p.; For related documents, see FL 015 010-023.
LANGUAGE- Spanish
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Bilingual Education; Class Activities; *Classroom Techniques; Comprehension; Curriculum Guides; Elementary Education; Evaluation Criteria; Grade 2; *Language Arts; *Literature Appreciation; Native Language Instruction; *Reading Instruction; *Spanish; Student Evaluation; *Study Skills

The curriculum guide for teachers of Spanish language arts for native Spanish-speaking primary students in the Chicago public schools' bilingual education program is introduced by a section outlining the program and defining the areas to be emphasized in the program: word attack, comprehension skills, study skills, and literature appreciation. Sections follow for each of the areas of emphasis, containing specific behavioral objectives and skills, instructional strategies and class activities for them, evaluation criteria, and a place for teachers to note useful references. Some illustrations and a bibliography are provided. Except for a preface and instruction in English, the text is entirely in Spanish. (MSE)

ED 255 114 HE 018 146

Brown, Nevin C.
Urban University-Urban School Collaboration: Reviewing an Institution-Wide Approach.
PUB DATE- Feb 85
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); College Bound Students; *College Presidents; *College School Cooperation; *Cooperative Programs; Higher Education; Noncollege Bound Students; Philanthropic Foundations; Public Schools; School Districts; *Superintendents; *Urban Schools; Urban Universities
IDENTIFIERS- Alabama (Birmingham); California (Oakland); Massachusetts (Boston); Michigan (Detroit); Missouri (Kansas City); National Assn of State Univ and Land Grant Coll; Ohio (Cincinnati); Wisconsin (Milwaukee)

The first 3 years of a long-term program to build more effective collaboration between urban public universities and school districts are reviewed. The sponsor, the National Association of State Universities and Land-Grant Colleges, focused on building more effective communication and working relationships between the university chief executive officer and school superintendents. University and school chief executives of five cities met to identify common issues and problems and to develop an action agenda to reduce transition problems of urban high school graduates as they enter college or the workforce. The university and school officials in the participating cities convened a joint task force of senior staff from both institutions to review current collaborative programs and to plan for joint activity. Private foundations supported the effort. Among the factors associated with improved collaboration were both commitment and support of the chief executive officers and designation of institutional staff resources for the collaboration. In addition to discussing the expansion of the program in 1984, brief descriptions are provided of initial collaborative activities in Detroit, Milwaukee, Cincinnati, Boston, Birmingham, Kansas City, and Oakland. (SW)

ED 255 156 HE 018 212

Suddick, David E.; Collins, Burton A.
A Longitudinal Study of the English Usage and Algebra Basic Skills Testing Remediation Paradigm for Older, Masters' Level Students.
PUB DATE- Sep 84
NOTE- 7p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, September 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Adult Students; Algebra; *Basic Skills; Educational Diagnosis; English; Grade Point Average; *Graduate Students; Higher Education; *Language Skills; Longitudinal Studies; *Mathematics Skills; Minimum Competencies; Reentry Students; *Screening Tests; Student Attrition; Testing Programs

The use of a basic skills testing program to identify and remediate academic weaknesses of adult reentry graduate students (mean age 30.1 years) was studied longitudinally. The entering masters' level students majoring in business administration were studied in fall 1980 and again after the spring/summer registration of 1984. Through assessment and coursework, 84 students demonstrated at least minimum skills competencies in English usage and algebra, but 54 students had at least one deficiency. The rates of academic success, a minimum cumulative grade point average of 3.0 on a 4.0 scale, and attrition, nonenrollment in 1983 of students not meeting their degree requirement, varied by group. The rates of academic success were 58 percent of students meeting the basic skills requirements and 9 percent for the other students. The attrition rates were 29 percent for students demonstrating basic skills in English usage and algebra versus 69 percent for those with at least one skill deficiency. Therefore, the testing-remediation paradigm for older, masters' level students, which requires basic skills minimum competencies, was supported by the academic success and attrition criteria. These findings are in agreement with those of a similar followup study of older, reentry college majors. (Author/SW)

ED 255 169 HE 018 411

Adelman, Clifford; Reuben, Elaine

Starting with Students: Notable Programs, Promising Approaches, and Other Improvement Efforts in American Postsecondary Education. Volume II.

National Commission on Excellence in Education (ED), Washington, DC.

PUB DATE- Dec 84

NOTE- 94p.; Prepared from materials submitted to the National Commission on Excellence in Education. For Volume I, see ED 237 051. For other related documents, see ED 226 006 and ED 227 094.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Persistence; *College Instruction; College Programs; College Second Language Programs; Competence; Cooperative Programs; Educational Assessment; *Educational Technology; Labor Force Development; *Language Skills; *Postsecondary Education; Program Descriptions; School Business Relationship; School Schedules; Staff Development; *Student Evaluation; Time Factors (Learning); Writing Skills

IDENTIFIERS- *Excellence in Education; National Commission on Excellence in Education

Sixty-six descriptions of notable programs and promising practices related to specific problems, practices, and goals in American postsecondary education are presented in this study, a continuation of Volume I. The programs are the result of searches made by the staff of the National Commission on Excellence in Education, although neither the staff nor the Commission has validated these programs. Responses to the Commission's searches were voluntary. The programs are divided into six parts: (1) academic time: calendars of institutions and individuals; (2) retention and academic work; (3) the uses of instructional technology; (4) language: expanding personal space; (5) joint ventures of colleges and employers/worker education; and (6) assessment: the bottom line. Academic time was approached in two ways: as a resource and as an alterable variable in the teaching/learning process that affects student achievement. Most of the profiles in this section address different temporal frameworks within which adults seek education. The section on language focuses on writing, but also addresses reading, listening, and speaking skills, as well as some foreign language programs. The section on assessment covers both student evaluation and the use of assessment information to improve performance measurements. Included is an index listing each institution (as presented in both Volume I and Volume II) with addresses. A letter from the American Council on Education is appended. It explains the categories chosen by the National Commission on Excellence in Education for the identification of notable academic programs. Lists of these categories and of the items to be covered in determining notable programs are presented as an attachment to the letter. (SW)

ED 255 197 IR 011 569

Blackburn, Katie

Issues in Education Resulting from the "Computer Revolution."

PUB DATE- 83

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)

DESCRIPTORS- Computer Graphics; *Computer Literacy; *Computer Software; Instructional Materials; *Microcomputers; *Problem Solving; *Teacher Education; Teachers

IDENTIFIERS- *Computer Uses in Education

In order for microcomputers to be used in an efficient and effective manner in the classroom, the computer should not be used in trivial ways, such as utilizing it as an electronic ditto sheet or as a video textbook. Educators must take advantage of the computer's unique capabilities, including its branching capacity, its graphic mode, and its calculator mode. Microcomputers will afford two types of changes in the mathematics curriculum: computer literacy skills and problem-solving skills. While some excellent software has been developed, a large amount of software available is of poor quality. Selectivity is most important, and poor software must not be tolerated. If computers are to be well utilized in the classroom, teachers must be receptive, motivated, and competent in their use. Crucially, the misuses, misunderstandings, and misdirections by a teacher not well trained could destroy the validity of this technology. Methods feasible for training teachers include informal introductions, inservice, and professional study. (Author/LMM)

ED 255 240 .IR 051 087

Fjallbrant, Nancy, Ed.
Libraries and the Communication Process. Proceedings of the Annual Meeting of IATUL (9th, Lausanne, Switzerland, April 12-16, 1981).
International Association of Technological Univ. Libraries, Gothenburg (Sweden).
REPORT NO.- ISBN-91-7032-044-6
PUB DATE- Apr 81
NOTE- 271p.
AVAILABLE FROM- International Association of Technological University Libraries (IATUL), Chalmers University of Technology Library, Goteborg, Sweden (100 Swedish kronors).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Communications; Computational Linguistics; Developed Nations; Developing Nations; Information Networks; *Information Science; Information Services; Input Output Devices; *International Organizations; Man Machine Systems; Online Systems; *Technological Advancement; Technology; Telecommunications
IDENTIFIERS- *Information Policy; National Policy

The theme of this conference was "Libraries and the Communication Process" and topics of the conference papers ranged from the technology of communication to the importance of linguistics and the human factors involved in the communication process. Papers and communications presented at the conference and included here are: (1) "Communicating with the New Electronic Libraries" (C. T. Meadow); (2) "Technical Means for Human Communication" (P.-G. Fontolliet); (3) "Communication and a National Information Policy" (P. Havard-Williams); (4) "Information Services--An Overlooked Component in the Third World Decision Making Process--Experiences from UNESCO Missions" (B. V. Tell); (5) "Communication with the Third World Countries" (J. S. Musisi); (6) "Libraries and Information in Developing Countries" (P. Havard-Williams); (7) "IFLA's Role in Aiding International Communication Between Libraries" (Else Granheim); (8) "Systems versus Users: An Analysis of the Art and/or Science of Search Negotiations" (Kathleen T. Bivins); (9) "The Third Wave of Library and Information Work" (Betty K. Oldroyd); (10) "Poster Sessions as a New Viewpoint of Scientific Communication--General Problems and Library Aspects" (D. Schmidmaier); (11) "Some Problems and Proposals for Communication in Mechanical Engineering" (V. Jarc); (12) "Communicating Scientific Information Through a University Library Network" (D. Shaw); (13) "User Studies in Connection with the Development of a Decentralized Library Network" (Nancy Fjallbrant and O. Friberg); (14) "The Technological University Library's Communication with Its Public" (A. C. Bubb); (15) "Libraries and the Communication of Information: The Jamaican Situation" (Yvonne T. Lawrence); (16) "Public Relations of Scientific Libraries in the Federal Republic of Germany" (Y. A. Haase); (17) "Further to My Egg: The Story of an Australian Library Campaign" (A. Mortimer); (18) "Technical Cooperation Between Libraries and the Advanced Subscription Agents" (A. de Kemp); (19) "Dilemmas of Document Communication" (A. Andersen); (20) "A Computational Linguistics Approach to Conceptual Information Processing" (Inger Bierschenk); and (21) "Communication Skills: The Role of the Library School" (B. Meakin). A summary paper, abstracts of each of the papers, a conference program, and an author index are included. (THC)

ED 255 322 PS 015 044

Honig, Alice S.
Issues in the Provision of Quality Infant/Toddler Care.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Resources for Child Care Management Conference (Newark, NJ, April, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Altruism; *Child Caregivers; Early Childhood Education; Group Activities; Individual Activities; Individual Power; *Infants; Inservice Teacher Education; *Interpersonal Relationship; *Language Acquisition; *Quality of Life; Social Support Groups; Teacher Student Ratio; Toddlers; Training
IDENTIFIERS- Caregiver Child Ratio; Stability (Social Relationships)

Consideration is given to several issues that challenge parents and professionals when faced with the need for group care for infants. Discussion concerns characteristics wanted in those providing care for infants; the need for continuity in care and stability of the caregiver staff; the need for staff to infant ratios that contribute to children's positive emotional development; the desirability of a language-rich caregiving environment; the need to nurture altruism in a systematic way by modeling empathy and kindness and disapproving aggression toward others; finding a balance between group and individual learning opportunities; sharing control and power with infants; the vital issue of caregiver training; and necessary elements of the caregiver training curriculum. (RH)

ED 255 362 SE 045 443

Kirman, Joseph M.

The CADET Project Modification of the University of Oklahoma Mainframe to Apple Landsat Program for Canadian Computer Compatible Landsat Tapes. A Supplementary Report to the Innovative Project Fund, Alberta Advanced Education, October 16, 1984.

PUB DATE- 16 Oct 84

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Science; Computer Oriented Programs; *Computer Software; Data Analysis; *Earth Science; Higher Education; *Microcomputers; *Satellites (Aerospace); Science Education

IDENTIFIERS- *Canada; *Landsat

The CADET Project Modification computer analysis, and both hard copy map-like images and computer tapes are available to the public. A mainframe computer program that permits an Apple microcomputer user to select a particular 40 by 40 pixel sub-scene from a Landsat computer compatible tape and download it to Apple computer diskette via telephone was developed at the University of Oklahoma. Because this mainframe program was designed to operate with United States format Landsat computer tapes, the program was modified to run with Canadian Landsat tapes. In addition, since the U.S. program operates on an IBM mainframe, additional modification was necessary for the program to run on the University of Alberta's Amdahl mainframe. This report discusses the modifications made on both the mainframe and Apple programs and provides information to operate the mainframe program using Canadian Landsat tapes. This information includes: (1) the steps necessary to run the Landsat Digital Image Analysis Program; (2) an example of a complete run; and (3) a list and purpose of files and routines written for the preprocessor package. (JN)

ED 255 405 SO 016 272

Fishbaugh, Charles P.
The Economic Literacy of Louisiana College Students.
PUB DATE- Mar 84
NOTE- 23p.; Paper presented at the Annual Meeting of the Southwestern Economics Association (Houston, TX, March 19, 1983). Tables contain small print that may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Gains; Economics; *Economics Education; *Educational Assessment; Educational Research; Higher Education; Introductory Courses; *Knowledge Level; *State Surveys
IDENTIFIERS- *Louisiana

The Test of Understanding in College Economics (TUCE) was delivered to a random sample of college students enrolled in 15 private and public institutions in Louisiana. The students took form A of the TUCE test before taking their first college course in economics and Form B of TUCE upon completing the course. Results showed that before taking a college-level course in economics, students in Louisiana are no better prepared than most of their peers in the nation. After taking the introductory college economics course, however, the study's results indicated that Louisiana's college students are ill-prepared to cope with the decisions required of citizens in a participatory, fragile, market-oriented democracy. Two possible explanations offered for the poor posttest results are that (1) since the test was not used by the professor as part of the course grade, students treated the test in a cavalier manner, and (2) the posttest did not test the content of the course itself. The names of institutions and individuals cooperating with the research study are provided in the appendices. Also included are tables describing research results. (RM)

ED 255 027 FL 014 819

Perdue, Clive, Ed.
Second Language Acquisition by Adult Immigrants: A Field Manual.
REPORT NO.- ISBN-0-88377-281-7
PUB DATE- Oct 84
NOTE- 327p.; Originally published by the European Science Foundation. Part of the Cross-Linguistic Series on Second Language Research.
AVAILABLE FROM- Newbury House Publishers, Inc., Rowley, MA 01969 ($16.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adult Learning; Comprehension; *Data Collection; Foreign Countries; *Immigrants; Language Research; *Research Methodology; *Second Language Learning; *Vocabulary Development
IDENTIFIERS- France; Great Britain; Netherlands; Sweden; West Germany

The field manual for a series of coordinated studies of the spontaneous acquisition of a second language by adult immigrant workers provides a theoretical and practical framework for the entire project and a source of information about it for other researchers. Chapters 1 and 2 describe the project's objectives and organization. Chapter 3 reviews previous work on the spontaneous acquisition of language in the chosen target countries (France, Germany, the Netherlands, Sweden, and Great Britain) by adult learners. In chapters 4-8 the research topics are discussed in detail: understanding, misunderstanding, and breakdown; the thematic structure of utterances; processes in the developing vocabulary; and reference to people, space, and time. The chapters discuss why the topics are thought to be important, what the specific hypotheses are, how they arise from previous work, and how they are to be approached. Chapter 8 outlines data collection techniques and ways of combining them in this research, with a sample plan of the actual work each team is to accomplish during the project's data collection phase. The final chapter examines the practical, logistical problems and the ethics of the research. A postscript describes the project's progress after eighteen months, and an appendix gives an overall scheme for analyzing interactions. A list of references and author and subject indexes to the text are also included. (MSE)

ED 255 101 HE 017 600

The Canadian Higher Education Research Network. A Proposal to the Secretary of State.

Canadian Society for the Study of Higher Education.

PUB DATE- 4 May 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Oriented Programs; Coordination; Educational Research; Federal Programs; Foreign Countries; Information Dissemination; *Information Networks; Position Papers; *Postsecondary Education; Program Proposals; Publications; Research and Development Centers; *Researchers; *Research Projects; *Teleconferencing
IDENTIFIERS- *Canada; *Canadian Higher Education Research Network

A network to facilitate research on postsecondary education in Canada is advocated by the Canadian Society for the Study of Higher Education. The network will link centers of specialization and individual researchers, and will use information technology to produce and disseminate research findings and to enhance communications. The network will contribute to the national objectives of federal programs that support postsecondary education, including accessibility, opportunity, mobility, employability, and official languages. Microcomputer conferencing will link scholars, researchers, and practitioners. Network programs will include monographs and discussion papers series, symposia, an electronic notice board, joint projects with other countries, and occasional feasibility studies. As a research organization, the network will have an independent board of directors and a small administrative staff in Ottawa to coordinate research activities conducted nationwide. Technical aspects of the network, including system and terminal requirements and cost estimates, are summarized. Also included are statements of the objectives of federal programs supporting postsecondary education, a list of possible monographs, and a description of the background of the proposal and recommendations of higher education groups. The April 26, 1985, announcement of the establishment of the Canadian Higher Education Research Network (CHERN) is attached. (SW)

ED 255 129 HE 018 183

Solomon, Barbara Miller
In the Company of Educated Women: A History of Women and Higher Education in America.
REPORT NO.- ISBN-0-300-03314-1
PUB DATE- 85
NOTE- 319p.
AVAILABLE FROM- Yale University Press, 92A Yale Station, New Haven, CT 06520 ($25.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- Access to Education; Coeducation; *College Attendance; Economic Factors; *Educational History; *Females; Feminism; *Higher Education; Liberal Arts; Minority Groups; Sex Discrimination; *Sex Role; Single Sex Colleges; Sociocultural Patterns; Student Experience; *Womens Education

The social, cultural, and economic circumstances that have shaped the development of women's higher education are discussed. After considering colonial America when women were outsiders to liberal arts institutions, the creation of women's and co-educational colleges is traced and the process by which women of different ethnic, racial, religious, and social groups became collegians is described. Four themes are stressed: women's struggles for access to institutions, the dimensions of the collegiate experience, the effects of education upon women's life choices, and the uneasy connection between feminism and women's educational advancement. Consideration is given to specific periods and developments, including: the utility of women's educations, 1800-1860; women and the modernizing of liberal education, 1860-1920; the collegiate education of women and its plural strands, 1920-1940; the expectations of the first modern college women in the 1920s and 1930s; a public debate for college women, 1920-1944; and the developments since 1944, including the effect of the GI Bill, the launching of Sputnik by the Russians, and federal legislation that was intended to recruit a wider spectrum of students, including women. A bibliography is included. (SW)

ED 255 254 JC 850 120

Graham, Florine R.
Making Foundations Work.
PUB DATE- Nov 84
NOTE- 9p.; Paper presented at a Meeting of the Virginia State Board for Community Colleges (November, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Fund Raising; *Philanthropic Foundations; *Private Financial Support; *Program Effectiveness; Two Year Colleges
IDENTIFIERS- *New River Community College VA

The first step in making a community college foundation successful is to evaluate the institution, its programs, the commitment of its personnel, and the difference it makes in the community. If the college is found to be a viable, integral part of the community, worthy of its support, then the groundwork for seeking that support can be laid. The second step is the organization of the foundation's board of directors. Board members should be prominent and respected community leaders from all walks of life, with various skills, who are able to speak with knowledge and conviction about "their" college. The third step is building friends. At New River Community College (NRCC), this step involved raising the visibility of the college in the community through breakfasts, luncheons, and speaking engagements during which college strengths were emphasized and support was solicited. The final step is implementing the fund-raising activities. Charter membership drives; an on-going development program; an annual fund drive soliciting money from college employees, local industries, and alumni; one-on-one visits to industries served by the college asking for support; and a planned giving program are all part of the fund-raising activities successfully implemented or in the planning stages at NRCC. (LAL)

Lee, Judith A. B.; Park, Danielle N.
Walk a Mile in My Shoes: A Manual on Biological Parents for Foster Parents.
Connecticut Univ., Storrs. School of Social Work.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHEW), Washington, D.C.
PUB DATE- 80
NOTE- 42p.
GRANT- DHEW-90-C-1441
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Biological Parents; Caseworkers; Child Welfare; *Emotional Response; Foster Care; *Foster Family; *Interpersonal Relationship; *Parent Attitudes; Parent Child Relationship; *Perspective Taking; Role Models; Social Support Groups

Designed to be used as a self-study guide or as a tool in courses and workshops, this manual includes study questions for foster parents to use in working out their role with the biological parents of the children in their care. The first section describes the prime reason for involvement with the biological parent: to enable the child to love both sets of parents. The next section discusses the major reasons why children are placed in foster homes and the feelings of biological parents who must place their children in foster care. Foster parents are encouraged to explore their emotional reactions to each of these reasons for placement. In the next two sections foster parents' responses to biological parents' visits and behavior with their children and the feelings of biological parents in the same visitation situations are explored. Next examined are children's responses to separation from their parents. Suggestions are given for ways in which the foster parents can help a child maintain his or her connection with biological parents and ancestors. The following section describes ways in which foster parents can help the biological parent (i.e., by being a role model for family life, nurturing the biological parent, and providing a support system). The last section discusses the role of the agency and caseworker in facilitating communication between both sets of parents. (CB)

ED 255 309 PS 015 021

Wright, Mary J.
Early Canadian Child Study: From Baldwin and Tracy to Blatz.
PUB DATE- 27 Aug 84
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Child Psychology; *Child Rearing; Foreign Countries; *Personality Development; *Psychologists; *Scholarship; Science History; Scientific Concepts; Theories
IDENTIFIERS- Canada; Child Study Centres (Canada); Institute for Child Study ON

A brief overview of the history of the scientific study of the child in Canada is provided in this paper. Discussion begins with an account of the scholarly interests and activities of James Mark Baldwin, who brought modern psychology to Canada, and Frederic Tracy, who objected to child-centered approaches to child rearing. The remainder of the paper focuses on the professional activities and ideas of William Emet Blatz, Canada's first really modern child psychologist. Blatz' role in the success of the nursery school established in the early 1920's at the University of Toronto and the research conducted and theories developed there are briefly described. Blatz, it is noted, produced a theory of personality development (called "security" theory) centering on a concept of mental health and how it could be attained. The importance of research on the Dionne Quintuplets in persuading the University of Toronto to create an Institute of Child Study was also indicated. Concluding discussion focuses on elements of Blatz's psychology, including functionalist, cognitive developmentalist, and biological orientations; the idea of "selection" (i.e., choice behavior) as the essence of consciousness; and the interaction of selection, motivation, goal-seeking, emotion, and the active child's appraisal of the situation--all of which influence learning. Brief mention is made of Blatz's views about the psychological needs of infants and preschool-aged children, the characteristics and outcomes of parenting that meet those needs, and Blatz's scholarly production. (RH)

ED 255 335 RC 015 166

Gass, Michael A.
Strengthening Adventure Education by Increasing the Transfer of Learning.
PUB DATE- 22 Feb 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adventure Education; *Educational Strategies; *Learning Experience; Learning Strategies; Outdoor Education; *Program Development; Secondary Education; Skill Development; *Transfer of Training

In an effort to increase the application of "transfer of learning" (a phenomenon of connecting experiences encountered during an adventure activity to future situations) in the field of adventure education, workshops were presented at the 1984 Association for Experiential Education Conference at Lake Junalaska, North Carolina and the 1984 National Council on Outdoor Education Conference in Frederick, Maryland. The workshops focused on the need to implement various transfer models in actual field settings and shared current transfer practices and techniques that were successfully being used. A cumulation of responses from these workshops resulted in the identification of 11 methods for increasing the transfer of learning in adventure education. They were: including significant others in the learning process; placing more learning responsibility with students/clients in the program when possible; extending the program into the student/client's home environment; providing follow-up experiences for the student; providing natural consequences for learning experiences; teaching skills relevant and applicable for future learning experiences; including past alumni; teaching students/clients to transfer skills learned; encouraging use of reflection after learning; creating conditions for transfer before activities; and developing techniques that facilitate transfer of learning to occur. Examples of how to implement these methods and how organizations use these techniques are presented. A bibliography concludes the paper. (ERB)

ED 255 377 SE 045 471

Wepner, Gabriella
Assessment of Mathematics Remediation at Ramapo College of New Jersey.
PUB DATE- Apr 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; *College Mathematics; *Computation; Curriculum Development; Educational Research; Evaluation; Higher Education; Mathematics Curriculum; *Mathematics Instruction; *Remedial Instruction; *Remedial Mathematics
IDENTIFIERS- *Mathematics Education Research

This study assessed the effectiveness of the remedial/developmental mathematics program developed at Ramapo College of New Jersey. Data was gathered from a random sample of 604 students who participated in the program for at least part of the three-year period 1981-84 and for whom both pretest and posttest scores were available in at least one skill area (computation or algebra). The New Jersey College Basic Skills Placement Test was used, with 30 computation items and 30 algebra items. Significant differences were found between pre- and posttest scores over the three-year period, for both computation and algebra. Over 72 percent of the students enrolled in the remedial/developmental courses successfully completed them. Furthermore, the findings indicated that the program contributed significantly to the improvement of students' mathematics skills and that they retained a great deal of the content learned. Students successfully completing the program appeared to have the same opportunity for success in subsequent mathematics courses as did students not requiring remediation. (MNS)

English Teaching Profile: Malawi. Revised.

British Council, London (England). English Language and Literature Div.

PUB DATE- Mar 85
NOTE- 13p.; Supersedes ED 230 067.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; Educational Administration; *Educational Planning; *Educational Policy; Elementary Secondary Education; *English (Second Language); *English Instruction; Foreign Countries; Information Sources; Instructional Materials; Language Research; *Language Role; Language Teachers; Literacy; Postsecondary Education; *Teacher Education; Technical Assistance
IDENTIFIERS- *Malawi

An analysis of the status of English language use and instruction in Malawi begins with an overview of the role of English and percentage of individuals literate in English. Subsequent sections outline: (1) the role of English within the educational system at all levels, including primary, teacher, and adult education; (2) the present number and distribution of English teachers in the secondary schools, primary teacher training colleges, and higher education institutions; (3) the system of teacher training; (4) teachers' professional organizations; (5) print materials support; (6) educational administration in relation to English teaching; (7) the locus of English instruction development and planning; (8) English teaching outside the educational system; (9) British, American, and other agency support for English instruction; (10) commercial opportunities; (11) creative writing; (12) current research; and (13) sources of further information. It is concluded that standards of English in both general usage and in education in Malawi are high, and there is no problem of intelligibility or tendency toward local English varieties, a situation officially supported by policy. Teaching methods are traditional. The educational program strengths include an eight-year elementary school program and an adequate book supply. Weaknesses include oversized classes, an inadequate supply of qualified teachers, a high dropout rate, and a high repeater rate at some levels. Syllab and materials are currently being produced. (MSE)

ED 255 071 FL 014 957

Rowch, Nancy
Una guia a los padres acerca del sistema educacional = A Parent's Guide to Education. Spanish Edition.
Nebraska State Dept. of Education, Lincoln. National Origin Project.
PUB DATE- Oct 83
NOTE- 20p.
LANGUAGE- Spanish; English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrative Policy; Attendance; Board of Education Policy; Curriculum; Discipline Policy; Dress Codes; *Educational Policy; Elementary Secondary Education; *English (Second Language); Equal Education; Extracurricular Activities; Grades (Scholastic); Health; Homework; Hygiene; Immigrants; Lunch Programs; Migration; Parent Education; *Parent Materials; *Parent School Relationship; Parent Teacher Conferences; Physical Education; Place of Residence; *Spanish Speaking; Special Education

A guide for Spanish-speaking parents of elementary and secondary school students in Nebraska provides in Spanish, and then in English, information concerning education in the state. Topics covered include: state policy concerning enrolling children in school, medical requirements for enrollment and attendance, the school curriculum requirements and learning English both in regular English classes and in English as a second language programs, physical education, special education, school requirements for equity and non-discrimination, homework and grades, school clothing and grooming, notes from school, school visits by family members, school lunches, extracurricular activities, absences and illnesses, weather and school closing or early dismissal, disciplinary action, and moving within or outside the school district. (MSE)

ED 255 143 HE 018 198

Douglas, Joel M., Ed.
Structural Reform in Higher Education Collective Bargaining. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions (12th, New York, New York, April 1984).
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
REPORT NO.- ISBN-0-911259-19-8
PUB DATE- Apr 84
NOTE- 150p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, 17 Lexington Avenue, New York, NY 10010 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Collective Bargaining; *College Faculty; Court Litigation; Employment Practices; Grievance Procedures; Higher Education; Merit Pay; Negotiation Agreements; Personnel Policy; Salary Wage Differentials; *Sex Discrimination; State Legislation; Statistical Analysis; *Teacher Employment Benefits; *Teacher Salaries; *Tenure; Unions
IDENTIFIERS- *Comparable Worth; Concession Bargaining; Illinois; Monmouth College NJ; Ohio

Structural reform in higher education collective bargaining is examined in these conference proceedings, along with recent state bargaining legislation, and legal, union, and management views concerning sex discrimination in higher education. The 19 article topics and authors include: the problem of reshaping the fringe package (Claude Campbell), cafeteria or flexible benefit plans (Jerry Veldof); whether tenure is an obstacle to reform (Dena Elliott Benson) and (Margaret Schmid); concession bargaining (Michael B. Rosen); concession bargaining in historical perspective (Irwin Yellowitz); concession bargaining at Monmouth College (Philip C. Donahue); merit pay (Ted Hollander, Judith Turnbull) and (J. N. Musto); comparable worth practice in Minnesota (Nina Rothchild); sex discrimination overview (Bernice Resnick Sandler); emerging case law of sex discrimination (Judith Vladeck) and (Mike Cecere); statistical issues in discrimination litigation (Mary W. Gray); grievance claims (Jennie Farley); the status of Ohio's Public Employee Bargaining Law (D. Benson); the status of Illinois' Educational Labor Relations Act (Margaret Schmid); research on finance and environments at 93 colleges and implications for collective bargaining (Richard E. Anderson); and research on interpretive strategy and institutional vitality (Ellen Earle Chaffee). (SW)

ED 255 183 IR 011 552

Mahoney, V. L. Mike; Grantham, Lex
"ELI"--The Educational Futures Game.
PUB DATE- 8 Nov 84
NOTE- 47p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; Community Problems; *Computer Assisted Instruction; *Design Requirements; *Educational Games; Innovation; Programing; *Programing Languages; *Role Playing
IDENTIFIERS- *Computer Games; PASCAL Programing Language

This report describes ELI, a computer-based educational game that gives participants, as citizens of fictitious cities, the opportunity to examine a variety of typical community issues relating to education within the context of broader city and regional problems. After a brief introduction, the game structure is described, including the setting of the region and its cities, city teams, player roles (either educator, legislator, or innovator), play of the game, and game management and materials (management manual, regional profile, and city profiles). A schematic diagram of the game grouped by input, process, and output is used to illustrate the discussion. A discussion of programming languages and the computer lists the advantages and disadvantages of five levels of programming languages: internal machine code, external machine code, machine-oriented symbolic language, user or problem-oriented language, and user-written language. Additional sections cover ELI design factors and considerations in game and simulation design, computer language characteristics, and the merits of PASCAL for ELI. A comparison of computers by basic characteristics is included. An appendix contains a short glossary of computer terms and an explanation of computer pseudo-code for language applications. A 15-item bibliography is included. (LMM)

ED 255 214 IR 051 061

Paul, Naomi R.
A Survey of Circulation Policies: Eleven Texas Universities.
PUB DATE- Feb 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Administrative Policy; Fines (Penalties); Higher Education; *Library Automation; *Library Circulation; Library Research; *Library Services; Library Surveys; *Online Systems
IDENTIFIERS- Library Users; *Texas

Prior to changing from a manual/time sharing circulation system to an online system with an in-house computer, the staff of the Mary and John Gray Library of Lamar University reevaluated their current circulation policies in light of the increased capabilities of the new system. As part of this process, a survey was conducted of the libraries in 11 state-supported universities of similar size to obtain information on their lending practices for students, faculty, and non-university patrons. In each case, the person in charge of the circulation department was interviewed by telephone, and printed brochures were obtained from libraries having written policy statements. It was found that most of the libraries were using the capabilities of their computer-based systems to exert greater control over some areas of student borrowing than is possible with manual systems, but were retaining a liberal policy toward faculty. All of the libraries had policies allowing for the issuance of cards to adult residents of the area, but imposed restrictions in order to limit such cards to responsible persons. Most had arrangements for direct borrowing by students of other colleges, but the majority either did not lend to high school students, or restricted such lending to students enrolled in special programs. A copy of the questionnaire and a list of the libraries surveyed are appended. (THC)

McCandless, Patricia; And others
University of Illinois Library. The Invisible User: User Needs Assessment for Library Public Services. Final Report from the Public Services Research Projects.
Association of Research Libraries, Washington, D.C. Office of Management Studies.; Illinois Univ., Urbana. University Library.
SPONS. AGENCY- General Electric Foundation, Ossining, N.Y.
PUB DATE- Jan 85
NOTE- 63p.; For related documents, see IR 051 055 and IR 051 066-074.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($15.00 per copy, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Computers; Higher Education; *Information Needs; Information Retrieval; Input Output Devices; *Intellectual Disciplines; Library Planning; Library Services; *Needs Assessment; *Online Systems; Reference Services; Self Evaluation (Groups); Technology Transfer; *User Satisfaction (Information); Use Studies
IDENTIFIERS- End Users; Online Catalogs; *University of Illinois Urbana Champaign

Arguing that the development of interactive communication systems with microcomputers and computer terminals has created new challenges for public services in academic libraries, the University of Illinois at Urbana-Champaign conducted a needs assessment survey to determine if users of computer-based systems have different needs and expectations for public services than individuals who do not regularly use such systems. Results of a mail and online survey reveal that, while users are fairly traditional in their methods of access to information, those who do use computer-based systems currently are not only finding ways to access information without the library as an intermediary, but they are also interested in seeing this type of service expanded. Following a literature review and discussion of survey methodology, the report is divided into three parts: (1) research results by setting, demographics, means of accessing information, enhancements, and online searching; (2) evaluation of research in terms of traditional library services, online bibliographic services, services to electronic users, and design issues; and (3) implications for new services, the role of the librarian, research as a management tool, and future research directions. Numerous tables compare the survey results by academic discipline (humanities, sciences, social sciences) and by method of survey response (mail or computer). A 23-item bibliography and the questionnaire are included. (Author/THC)

ED 255 268 JC 850 137

Rendon, Laura I.
Involvement in Learning: A View from the Community College Perspective.
PUB DATE- Feb 85
NOTE- 33p.; Paper prepared for the Study Group on the Conditions of Excellence in American Higher Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Community Colleges; Educational Diagnosis; Educational Improvement; *Educational Quality; *Student College Relationship; Student Placement; Two Year Colleges
IDENTIFIERS- *Involvement in Learning (NIE)

An analysis is presented of the application of elements of institutional quality identified in the National Institute of Education (NIE) report, "Involvement in Learning: Realizing the Potential of American Higher Education," in community college settings. Following introductory remarks and general thoughts about the report's strengths, changes in mission and clientele associated with the growth of community colleges are enumerated, followed by a discussion of the problems currently confronted by these institutions. The next sections offer recommendations for establishing excellence in community colleges, focusing on three conditions: (1) increasing student involvement by, for example, expanding the services for and contact with general studies and vocational-technical students, increasing contact between teachers and students, improving guidance and advisement, eliminating student isolation and passivity, and involving part-time and commuter students; (2) realizing high expectations by, for example, specifying the knowledge and skills required for graduation, establishing collaborative partnerships with feeder schools and senior institutions, developing liberal arts requirements for students in different programs, and ensuring that remedial students perform well in subsequent courses; and (3) improving assessment and feedback by, for example, selecting assessment instruments to match knowledge and skills addressed and stated program objectives, training faculty to use assessment as a teaching tool, and using student evaluations of programs and the learning environment as a basis for educational improvement. Tables providing relevant data are appended. (LAL)

ED 255 282 JC 850 159

Washington Community Colleges Academic Year Report, 1983-84.
Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 85
NOTE- 85p.; Prepared by the Division for Information Services and Enrollment Planning.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Capital Outlay (for Fixed Assets); College Faculty; College Role; *Community Colleges; *Educational Facilities; *Expenditures; Federal Aid; Financial Support; Part Time Faculty; Salaries; *School Personnel; State Aid; State Colleges; State Surveys; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Washington

Information on enrollments, personnel, finances, and facilities in Washington community colleges is provided in this report for the four quarters of 1983-84 and these data are compared with figures from previous years. First, general information is presented on the college's role, mission, and history and the organization of the state system. Section I contains statewide data on: (1) annualized full-time equivalent (FTE) student enrollment by funding source, course intent, time/location, and instructional subject area; (2) FTE faculty by employment status and source of funding; (3) sources of funding (i.e., state, contract, and student); and (4) student characteristics. Next, enrollment data are presented for each college. Section II provides information on faculty and administrative staff and average base salaries by college and for the system as a whole. Section III presents an overview of community college financial operations, including costs per FTE student, sources of funding, and expenditures by program and object. Finally, section IV examines facilities and capital planning for each college and the state system. Appendices include information on student tuition and fees, additional historical enrollment information, and a list of publications. Report highlights reveal a 1% decline in FTE students over 1982-83, a 14% decrease in contract-supported or student-supported enrollments, a 3% drop in on-campus day FTE's, and a 4% increase in FTE faculty. (LAL)

ED 255 323 PS 015 045

Elbers, Ed
The Social Psychology of the Conservation Task.
PUB DATE- Sep 84
NOTE- 29p.; Paper presented at the Conference, "Beyond 1984: Future Trends in Developmental Psychology," of the British Psychological Society (Lancaster, England, September 14-17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alienation; *Cognitive Development; *Conservation (Concept); Developmental Stages; Epistemology; *Performance Factors; *Research Methodology; *Research Problems; Social Behavior; *Social Influences
IDENTIFIERS- Clinical Interviews; *Communication Patterns; Context Effect; Piagetian Theory; Social Interaction

Piaget's conservation experiments have been criticized and reinterpreted in the light of various theoretical orientations. Some research studies suggest social as well as cognitive factors to explain children's answers. Other research indicates the importance of interaction variables in the conservation task. Actually, interaction in the conservation experiment is an alienated relationship. The use of clinical interviews to study conservation is counter-indicated, for ignorance of the rules of interaction particular to examination may contribute to young children's failure in such tasks. Some critics of Piaget appear to think that children master the conservation problem at a much earlier age than Piaget contended. The age question, however, is a mistaken question that is unlikely to be answered. The availability of a cognitive ability is not a matter of possessing or not possessing. Cognitive development does not lead spontaneously to general and generalizable concepts, but should be thought of as the development of specific cognitive abilities, which are more or less tied to particular contexts. In keeping with this point of view, an experimental task should not be considered as a means to reveal the competence the child possesses. The experiment should be thought of as a novel situation to which the child must adapt and transmit existing knowledge by active construction. (Included in the discussion are examples of children's confrontations with conservation problems in the context of everyday life.) (RH)

ED 255 349 RC 015 227

Staton, Robert D., Jr.
Basic Fishing. Aquatic Skills Series. Instructor Manual.
Missouri Dept. of Conservation, Jefferson City.; Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- 85
NOTE- 110p.; For related document, see ED 195 372.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Equipment; First Aid; Fisheries; Foods Instruction; *Ichthyology; Instructional Materials; Learning Activities; Lesson Plans; Outdoor Activities; *Outdoor Education; *Recreational Activities; *Skill Development
IDENTIFIERS- *Casting Techniques; *Fishing; Missouri

Part of a series of self-contained instructional units to teach Missourians how to use outdoor resources wisely and skillfully, this module of the Aquatic Skills Series introduces the basics of sport fishing using spin-casting equipment. The instructor may modify the module to meet the individual needs of class members based on age, experience level, and the time available. The material covers ethics, fisheries management, casting, special casts and situations, knowledge of fish and their surroundings, bait and lure selection, fishing skills other than casting, basic first aid for sport fishing, and cleaning and preparing the catch. The discussion is illustrated with black and white drawings. The basic information is organized into 14 50-minute class presentations, each with a purpose, methodology, necessary instructional aids and facilities, an outline of the presentation, appropriate exercises, and a final skill test. Student Handout pages are included that may be reproduced by instructors for classroom use. A glossary, bibliography, and four activities complete the manual. (ERB)

ED 255 391 SE 045 494

Carter, Carolyn S.; And Others
Spatial Ability in General Chemistry.
PUB DATE- 85
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985). For a related document, see SE 045 493.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Academic Achievement; *Chemistry; Cognitive Ability; *College Science; College Students; Higher Education; Predictor Variables; Problem Solving; Science Education; Sex Differences; *Spatial Ability
IDENTIFIERS- Science Education Research

Preliminary work by Theresa McMillen and George Bodner has shown significant correlations between level of spatial visualization and orientation ability and success in a chemistry course designed for science and engineering majors. This study is an in-depth replication of McMillen's work with approximately 1600 science and engineering majors enrolled in a first semester general chemistry course and with about 800 students in a lower-level general chemistry course being examined. The latter course, designed for agriculture and nursing majors, was studied to determine whether spatial skills would be a more effective predictor of success in a chemistry course where lower levels of performance are expected, but also where student ability levels are generally lower. Sex differences in spatial ability and possible interactions between sex, spatial ability, and chemistry achievement were also examined. Among the findings are those showing that students with high spatial ability scores outperformed students with low spatial ability scores and that spatial ability is correlated with success in chemistry. Implications based on these and other findings for the teaching of science are discussed in relationship to recent data on the trainability of spatial skills. Eleven tables illustrating the results are included. (JN)

ED 255 041 FL 014 923

Bellama, David; And Others
An Introduction to Cameroonian Pidgin. Student's Book. Second Edition.
Peace Corps, Washington, D.C.
PUB DATE- Aug 83
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *African Languages; Alphabets; Curriculum Guides; Daily Living Skills; English; Folk Culture; Foreign Countries; Glossaries; *Grammar; Introductory Courses; Phonology; *Pidgins; Proverbs; *Second Language Instruction; Teaching Guides; *Vocabulary
IDENTIFIERS- Cameroon; *Cameroonian Pidgin

A prefatory section discusses the background of Cameroonian pidgin English and presents the pidgin sound and alphabet. Fifteen lessons cover: greetings and leave-taking expressions; present, future, immediate future, unspecified past, simple past, conditional, and compound tenses; subject, possessive, emphatic, object, and relative pronouns; question words; the verbs "to be" and "get"; plural markers; adjectives and comparison; the family; numbers; possessive adjectives and pronouns; uses of the word "de"; emphatic pronouns; adverbs; the imperative; auxiliaries; Cameroonian food vocabulary; color and clothing vocabulary; two folktales; situations in which tense markers are not needed; expressions with "mek"; prepositions; idiomatic expressions with verbs; and conjunctions. A quick pidgin grammar reference and a list of 50 untranslated pidgin proverbs are appended. (MSE)

ED 255 086 FL 015 016

Curriculum Guide for Spanish Language Arts, Elementary Level F. Field Test = Guia para la ensenanza de las artes del lenguaje espanol, nivel elemental primario F. Edicion experimental.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 79

NOTE- 101p.; For related documents, see FL 015 010-023.

LANGUAGE- Spanish

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teachers) (052)

DESCRIPTORS- Behavioral Objectives; Bilingual Education; Class Activities; *Classroom Techniques; Comprehension; Curriculum Guides; Elementary Education; Evaluation Criteria; Grade 2; *Language Arts; *Literature Appreciation; Native Language Instruction; *Reading Instruction; *Spanish; Student Evaluation; *Study Skills

The curriculum guide for teachers of Spanish language arts for native Spanish-speaking primary students in the Chicago public schools' bilingual education program is introduced by a section outlining the program and defining the areas to be emphasized in the program: word attack, comprehension skills, study skills, and literature appreciation. Sections follow for each of the areas of emphasis, containing specific behavioral objectives and skills, instructional strategies and class activities for them, evaluation criteria, and a place for teachers to note useful references. Some illustrations and a bibliography are provided. Except for a preface and introduction in English, the text is entirely in Spanish. (MSE)

ED 255 115 HE 018 147

Romberg, Elaine; Metzger, Cheryl

The Underlying Components of Clinical Teaching.

PUB DATE- 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Clinical Teaching (Health Professions); College Faculty; Critical Thinking; *Dental Hygienists; *Educational Philosophy; Factor Analysis; *Faculty Evaluation; Higher Education; Performance; *Student Evaluation of Teacher Performance; *Teacher Behavior
IDENTIFIERS- *University of Maryland

Student ratings of dental hygiene clinical instruction were analyzed to determine dimensions of clinical instruction and the effect of the faculty's teaching philosophy on the underlying components of teaching. A 31-item student evaluation instrument was developed to reflect the teaching philosophy of the Department of Dental Hygiene, University of Maryland. Thirty of the questions dealt with the frequency with which certain teaching behaviors had been observed by students. Using a four-point Likert scale, students completed 682 evaluations over a 3-year period to evaluate 15 instructors. A principal components factor analysis with varimax rotation yielded two factors, accounting for 91.4 percent of the total variation of the data. The first factor, "behaviors influencing the development of critical thinking," contained 18 items. The second factor, entitled "behaviors influencing the development of clinical performance skills", consisted of 12 items. These factors are consistent with the recent adoption by the faculty of an inquiry philosophy of teaching. Factor analysis appeared to support the notion that students value most highly those faculty behaviors that facilitate the development of critical thinking and to a lesser extent those that influence the development of clinical performance skills. A 29-item reference list concludes the document. (SW)

ED 255 157 HE 018 213

Block, Richard A.; Taylor, Shannon V.
Cognitive Skills: Enhancement and Assessment Issues.
PUB DATE- 84
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (29th, Toronto, Canada, August 23-28, 1984). Included in the symposium proceedings, "A Psychological Perspective on Teaching Thinking Skills to College Students."
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; *Cognitive Processes; *College Instruction; Course Descriptions; Course Evaluation; *Decision Making; Higher Education; *Logical Thinking; Memory; *Problem Solving; State Universities; Writing Exercises
IDENTIFIERS- *Montana State University

A thinking-skills course at Montana State University is described, along with recent issues concerning the potential effectiveness of such courses. Advantages and disadvantages of different designs for studying the effects of thinking-skills training are also considered. The focus of the course is: hypothesis formation and evaluation, problem solving, decision making, reasoning, and memory. The general approach is to briefly review cognitive research, especially that which concerns common pitfalls in thinking. Students are introduced to strategies to guide thinking, as well as to situations that illustrate the usefulness of different strategies. Practice in using the strategies is also provided. Short writing assignments are incorporated, since writing skills and thinking skills seem to be linked. In addition to subjective techniques for assessing thinking-skills courses, the following objective techniques are discussed: final examinations, performance in other courses, intelligence or critical-thinking tests, and Piagetian tasks. It is suggested that multivariate statistical techniques be used to explore changes in the underlying structure of cognitive skills and knowledge. (SW)

ED 255 198 IR 011 570

Hayes, LaMarian
1984 Summer Instructional Television Evaluation.
Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.
REPORT NO.- 19-4-1/85
PUB DATE- Jan 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Television; Elementary Education; *Learning Activities; *Mathematics Instruction; Parent Education; *Parent Materials; Program Evaluation; *Reading Skills; Remedial Programs; *Summer Programs; Television Viewing
IDENTIFIERS- Atlanta Public Schools GA

An evaluation was conducted of the Atlanta Public Schools Sunclasses program, which was designed to reinforce basic reading and mathematics skills of retained or administratively placed students in grades 1-4, through 10 instructional television programs aired during a 6-week period in the summer of 1984. Supplementary activities implemented to increase viewership and to assist parents in providing positive summer learning experiences for students included mailing of postcard messages to target students, Phon-a-thon computer phone messages suggesting a variety of activities, parent activity packets distributed through the schools, and inclusion of information on the program in a school information telephone service. Three indices were used to assess program viewership: a personal telephone survey, computer phone survey, and a school-based survey. Results indicated that students were viewing the classes; the parent activity packets were successful in providing parents with useful learning activities; and the procedures for disseminating the packets should be reviewed. The computer Phon-a-thon messages were not successful, with about 75% of the parents indicating that they had not received the messages. (LMM)

ED 255 336 RC 015 167

Guilmet, George M.
The Nonverbal American Indian Child in the Classroom: A Survey.
PUB DATE- 76
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- American Indian Education; *American Indians; Classroom Environment; Cognitive Processes; *Cognitive Style; Comparative Testing; Cross Cultural Studies; Educational Research; Elementary Secondary Education; *Learning Theories; Literature Reviews; Nonverbal Ability; *Nonverbal Learning; Teaching Methods; *Test Norms; Verbal Ability; Verbal Learning
IDENTIFIERS- Interference Theory; Nonverbal Behavior

A review of anthropological, psychological, and educational research pertaining to the quiet manner of American Indian students in classroom situations is presented. This phenomenon has been explained using the research perspectives of the learning style theory and interference theory. The learning style theory states that Indian children behave quietly in school because at home and in their community they learn primarily through nonverbal mechanisms, while the interference theory proposes Indian students are quiet because the classroom situation is not structured in a way that permits these students to display their existing verbal competence. A critical evaluation of samples of old and new testing literature is made in considering the influence of intelligence test results on models created to explain the verbal-nonverbal behavior of Native Americans. A discussion of the differences and similarities between the learning style and interference perspectives follows. Based on the research, 15 teaching techniques are suggested to enhance verbal performance and classroom participation of American Indian children. The suggestions are organized into four general categories of general atmosphere and classroom organization, observational and experiential learning, verbal activities, and community relations. A curriculum vitae of the author concludes the paper. (ERB)

ED 255 363 SE 045 446

Pennsylvania Environmental Education Master Plan. New Direction Across the State... ...For the Total Community.

Pennsylvania State Dept. of Education, Harrisburg.; Pennsylvania State Dept. of Environmental Resources, Harrisburg.

PUB DATE- Jan 85
NOTE- 53p.; Prepared by the Pennsylvania Environmental Education Master Plan Task Force.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Programs; *Curriculum Development; Elementary Secondary Education; *Environmental Education; Higher Education; *Program Development; *Program Implementation; State Programs; *Statewide Planning
IDENTIFIERS- *Pennsylvania

This document is Pennsylvania's master plan for environmental education (EE). It includes: (1) a list of planning principles and guidelines to enhance implementation of the master plan; (2) a flow chart illustrating feasibility, planning, action, and impact phases for the years 1983-85; (3) a summary of major recommendations; (4) a chart illustrating a statewide EE communication network; and (5) lists of recommendations together with comprehensive implementation strategies. Recommendations are provided for: Pennsylvania's Office of Environmental Education (OEE); OEE staffing; OEE budget; OEE advisory council; the state board of education; intermediate units; school systems; higher education; resource management agencies; community and environmental organizations; youth organizations; religious organizations; the corporate community; EE facilities; EE organizations; the Pennsylvania house and senate; and the media. Included in appendices is the 1984 agreement between the Pennsylvania Department of Education and the Pennsylvania Department of Environmental Resources to establish and implement an EE program for Pennsylvania, EE budget for fiscal year 1984-85, and a definition of EE. This definition states that EE is a learning process concerned with the interrelationships among components of the natural and human-made world producing growth in the individual and leading to responsible stewardship of the earth. (JN)

ED 255 378 SE 045 472

De Corte, Erik; Verschaffel, Lieven
An Empirical Validation of Computer Models of Children's Word Problem Solving.
PUB DATE- Mar 85
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Addition; *Cognitive Processes; *Computer Simulation; Educational Research; Elementary Education; *Elementary School Mathematics; Error Patterns; Grade 1; *Mathematical Models; *Mathematics Instruction; *Problem Solving; Subtraction
IDENTIFIERS- *Mathematics Education Research

Recent research on solving addition and subtraction word problems has resulted in the construction of theoretical models of children's problem-solving processes. Some of these models have been translated into computer programs. Characteristics and predictions of the theoretical analysis developed by Riley, Greeno, and Heller (1983) are discussed in this paper, and tested in a study with 30 first graders. They were administered a series of Piagetian, memory, and counting tasks, plus eight addition and subtraction word problems, in interviews conducted with individuals three times during the 1981-82 school year. Six student protocols are included to illustrate the findings. A number of results confirm several predictions and implications of the computer mode. However, some important findings are not in agreement with these models. These specific findings, concerning answer patterns, appropriate problem representations, correct solution strategies, and the nature of errors, are discussed. (MNS)

Social Studies. Grade Ten. Interim Guide.
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.

REPORT NO.- ISBN-0-7711-0160-0
PUB DATE- 84
NOTE- 166p.
AVAILABLE FROM- For grade 11 interim guide, see SO 016 279. For K-9 interim guides, see ED 220 371-378 and ED 223 521-523.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agriculture; Curriculum Guides; Economic Climate; Educational Objectives; Foreign Countries; Global Approach; Grade 10; High Schools; Industrialization; Latin American Culture; *Latin American History; Learning Activities; Natural Resources; North American Culture; *North American History; Questioning Techniques; Social Change; *Social Studies; Teaching Methods; Topography; Urbanization
IDENTIFIERS- Canada; Central America; Manitoba; United States

This social studies curriculum guide for grade 10 in Manitoba, Canada, examines the characteristics of the physical and social environments of North America and analyzes the interrelationships among them. The primary focus is on Canada and the United States with a secondary focus on Central America. The study has been divided into the following units and themes: Unit I, "Overview of North America" (regionalization of North America); Unit II, "The Agricultural Interior"; Unit III, "The North" (resource development and management); Unit IV, "Western Cordillera" (impact of topography); Unit V, "Atlantic Canada and Appalachia" (regional economic differences); Unit VI, "The Industrial Heartland and the Megalopolis" (industrialization and urbanization); Unit VII, "The American South" (the changing culture and economy of the South); and Unit VIII, "Canadian, Continental, and World Issues," (Central American and Canadian issues with a continental or world scope). Each unit begins with an overview of its main theme. Major topics within each theme are then outlined. Objectives, teaching strategies, learning activities, and discussion questions are provided for each topic. The appendix contains excerpts from the social studies K-12 interim guide. (RM)

ED 255 028 FL 014 820

Brumfit, C. J., Ed.

General English Syllabus Design. Curriculum and Syllabus Design for the General English Classroom.

British Council, London (England).
REPORT NO.- ELT-118; ISBN-0-08-031513-5
PUB DATE- 84
NOTE- 88p.; Papers presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (17th, Toronto, Ontario, March 16-19, 1983).
AVAILABLE FROM- Pergamon Press, Maxwell House, Fairview Park, Elmsford, New York 10523 ($7.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Proceedings (021) Books (010)
DESCRIPTORS- Classroom Techniques; Core Curriculum; *Course Content; *Course Organization; Curriculum Development; *English (Second Language); *English Instruction; *General Education; *Second Language Instruction

A group of papers concerning English language syllabus design for general education curricula developed for a symposium on that topic includes an introduction on the definition and function of syllabuses by Christopher Brumfit, and a paper providing a review and discussion of terminology, background to the discussion, and current views on the syllabus by H. H. Stern. The following papers are also included: "Syllabus Design in General Education: Options for ELT" (Janice Yalden); "Educational and Pedagogic Factors in Syllabus Design" (H. G. Widdowson); "Syllabus Design as a Critical Process" (Christopher N. Candlin); "Process Syllabuses for the Language Classroom" (Michael P. Breen); "General-Purpose Language Teaching: A Variable Focus Approach" (J. P. B. Allen); and "Function and Structure of a State School Syllabus for Learners of Second or Foreign Languages with Heterogeneous Needs" (Christopher Brumfit). (MSE)

ED 255 042 FL 014 924

Spicola, Rose; Griffin, Margaret
The Minority Child: Strategies for Literacy Development.
PUB DATE- 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (13th, Albuquerque, NM, January 24-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Educational Environment; Educational Opportunities; *Educational Strategies; *Enrichment Activities; *Literacy Education; *Minority Group Children; *Parent Participation; Reading Readiness; Writing Instruction

Minority children need broad experiences basic to literacy development that narrowly conceived curricula cannot provide. Parent interactions and first school encounters can provide daily experiences with print, writing, and stories. The time the teacher takes to involve parents in programs for minority children, by explaining activities that can be carried out in the home or in the community, is worthwhile. Such activities include trips to the library, conversations while carrying out daily errands and tasks, and sharing of written correspondence. First school encounters should be positive and confidence-building and can build meaningful print concepts. Teachers can capitalize on knowledge the children bring to school by immersing them in meaningful print, using bulletin boards, realia with familiar logos and labels, a grocery center, and children's name and object labels posted around the classroom. The environment and teacher should encourage active exploration of print, and experience with writing can soon follow. Writing opportunities can include note and letter writing, recipe writing, word collecting, and later, more sophisticated writing, composing, editing, and proofreading activities. Story strategies for the classroom include daily oral readings from large-format books designed for sharing and from stories dictated by children, dramatic interpretations and improvisation, audiotapes, and use of concept and picture books for successful experiences with oral language and print. (MSE)

ED 255 072 FL 014 958

Rowch, Nancy
Sach Huong-Dan Cua Phu-Huynh Hoc-Sinh Ve Giao-Duc = A Parent's Guide to Education. Vietnamese Edition.
Nebraska State Dept. of Education, Lincoln. National Origin Project.
PUB DATE- Jun 84
NOTE- 29p.
LANGUAGE- Vietnamese; English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrative Policy; Asian Americans; Attendance; Board of Education Policy; Curriculum; Discipline Policy; Dress Codes; *Educational Policy; Elementary Secondary Education; *English (Second Language); Equal Education; Extracurricular Activities; Grades (Scholastic); Health; Homework; Hygiene; Immigrants; Lunch Programs; Migration; Parent Education; *Parent Materials; Parent School Relationship; Parent Teacher Conferences; Physical Education; Place of Residence; Special Education; *Vietnamese People

A guide for Vietnamese-speaking parents of elementary and secondary school students in Nebraska provides in Vietnamese, and then in English, information concerning education in the state. Topics covered include: state policy concerning enrolling children in school, medical requirements for enrollment and attendance, the school curriculum requirements and learning English both in regular English classes and in English as a second language programs, physical education, special education, school requirements for equity and non-discrimination, homework and grades, school clothing and grooming, notes from school, school visits by family members, school lunches, extracurricular activities, absences and illnesses, weather and school closing or early dismissal, disciplinary action, and moving within or outside the school district. (MSE)

ED 255 102 HE 017 853

Alcohol on Campus.
Association of College Unions-International, Bloomington, IN.
PUB DATE- Oct 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alcohol Education; Alcoholic Beverages; Change Strategies; College Environment; *College Students; *Drinking; Educational Objectives; Higher Education; Knowledge Level; Program Evaluation; Recreational Activities; *Social Life; *Student Attitudes; Student Behavior

Alcohol use on campus and strategies colleges are using to educate students about alcohol are considered in two articles. In "When Alternatives Aren't," Ruth Bradford Burnham and Stephen J. Nelson explore the role alcoholic beverages play in young people's social lives and some of the implications for planning social events. They offer a balanced approach to social programming that emphasizes quality and choices and avoids the extremes of "either/or" and "wet/dry." Frances Oblander's article, "A Practice-Oriented Synthesis: Effective Alcohol Education Strategies," reviews the published and fugitive literature on the impact of alcohol education strategies, including evaluation reports from institutions that have established alcohol education programs. Attention is directed to the success of several strategies in altering students' knowledge, attitudes, and behavior related to alcohol use. Information is provided on the results of campus program evaluations, evaluation studies utilizing the classroom environment, and evaluation of voluntary participation alcohol education activities. Appended is a list of agencies and organizations that provide alcohol information and publications. (SW)

ED 255 130 HE 018 185

Johnson, Lynn G.

The High-Technology Connection: Academic/Industrial Cooperation for Economic Growth. ASHE-ERIC Higher Education Research Report No. 6.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-15-2
PUB DATE- 84
NOTE- 129p.
CONTRACT- 400-82-0011
AVAILABLE FROM- Association for the Study of Higher Education, Department PR-6, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Consultation Programs; *Cooperative Programs; *Economic Progress; Engineers; *Higher Education; Innovation; Models; Professional Continuing Education; Professional Development; *Research and Development; *School Business Relationship; Scientists; Teacher Role; Technical Assistance; Technological Advancement; *Technology Transfer

Cooperative arrangements between academic institutions and industry are examined, with attention to linkages in high technology research and development (R&D), the commercial application of R&D (technology transfer), and the preparation and continuing development of scientific and engineering personnel. Incentives and barriers to campus/corporate involvements are identified. Also examined are the historical development of R&D ties, stages of technological change and community conditions affecting this process, patterns of innovation in large and small companies, and policy issues concerning nontraditional study and faculty ties with business. Cooperation in R&D includes arrangements such as contracted research projects, cooperative research centers, and personnel exchanges, while modes of technology transfer range from seminars and publications to faculty consulting and small business development services. Ten suggestions are offered to help colleges evaluate current linkages with industry, unmet local or regional needs, and school educational and personnel policies. A conceptual model of academic/industrial cooperation shows the economic goals and development strategies that relate to each type of linkage, as well as the extent of interaction that characterizes specific cooperative arrangements. Fifteen pages of references conclude the document. (SW)

Hughett, Harvey L.
Introduction to Computer Aided Instruction in the Language Laboratory.
Idaho Univ., Moscow.
SPONS. AGENCY- Office of Postsecondary Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 88p.; Eight articles from "Electronic Education" and "Aramco World Magazine" have not been included due to copyright restrictions.
GRANT- G00-82-1497
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Autoinstructional Aids; *Computer Assisted Instruction; *Courseware; Higher Education; *Language Laboratories; Language Teachers; *Microcomputers; *Program Development; Purchasing; *Second Language Instruction; Second Language Programs; Videodisc Recordings
IDENTIFIERS- Interactive Video

The first half of this book focuses on the rationale, ideas, and information for the use of technology, including microcomputers, to improve language teaching efficiency. Topics discussed include foreign language computer assisted instruction (CAI), hardware and software selection, computer literacy, educational computing organizations, ease of operation, keeping up with CAI developments, microcomputer reliability, interactive video, timesharing mainframe computer versus microcomputers, and research on CAI effectiveness. The five supporting articles reproduced here are: (1) "Drill Programming Consideration" (James P. Pusack); (2) "A CALI Glossary for Beginners" (Randall L. Jones); (3) "Computer-Based Foreign Language Instruction in Illinois Schools" (Robert L. Blomeyer, Jr.); (4) "Montevidisco: An Anecdotal History of an Interactive Videodisc" (Larrie E. Gale); (5) "Stringing Us Along: Programming for Foreign Language CAI" (Sue K. Otto and James P. Pusack); and (6) "Using Microcomputer Word Processors for Foreign Languages" (Kim L. Smith). A description of the Computer Assisted Language Instruction Consortium (CALICO) and a 38-item reference list are included. (_MM)

ED 255 184 IR 011 554

Perraton, Hilary
Training Teachers at a Distance.
Commonwealth Secretariat, London (England).
REPORT NO.- ISBN-0-85092-252-6
PUB DATE- 84
NOTE- 106p.
AVAILABLE FROM- Commonwealth Secretariat, Marlborough House, Pall Mall, London SW1Y 5HX (3 British pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administration; Budgeting; *Correspondence Study; Costs; *Distance Education; *Educational Radio; Foreign Countries; Material Development; Models; *Program Development; *Program Evaluation; Teacher Education; Tutoring

This handbook discusses the use of distance education for teacher training and examines the case for and against distance teaching; its organization; the development, production, and distribution of distance-teaching materials; tutoring and counseling; and the monitoring and evaluation of finance and resources. Distance teaching is defined as the use of correspondence courses with radio and some face-to-face study. Alternative models for the administration of distance teaching are compared, and administrative functions are distinguished. The development of teaching materials through print or radio and planning for their production and distribution are examined. In discussing tutoring and counseling, distinctions are made between the functions of school and college staff, correspondence and radio tutors, and student advisers. Both the evaluation of the progress of individual students and formative assessment of a program are analyzed. Budgeting is discussed, and the factors affecting costs are compared with those of conventional education. Appendices include a 21-item bibliography and notes on the characteristics of educational media and language testing. (Author/LMM)

ED 255 255 JC 850 121

Graduate Placement Report, 1984: New Hampshire Vocational-Technical Colleges and New Hampshire Technical Institute.

New Hampshire State Dept. of Education, Concord. Div. of Post-Secondary Education.

PUB DATE- 84
NOTE- 44p.; Document may not reproduce well due to light and broken print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; Extension Education; Migration; Salaries; State Colleges; State Surveys; *Technical Institutes; Two Year Colleges; *Two Year College Students; Vocational Followup
IDENTIFIERS- *New Hampshire

The New Hampshire Technical Institute (NHTI) and the six New Hampshire Vocational-Technical Colleges (NHVTC) offer collegiate education preparing individuals for direct employment in business, industry, health, and service-related fields. At the completion of the 1983-84 academic year, 1,130 students had graduated from 46 different programs offered by the college/institute system. As of November 1, 1984, 96% of those graduates had been satisfactorily placed; i.e., 82% were gainfully employed and 9% were continuing their education. Of the employed graduates, 96% were working in a job directly or closely related to their college program. Many positions were obtained as a result of the lifetime placement service provided at each institution. Graduates continued to show a preference for attending college, working, and living in New Hampshire, with 78% of the employed graduates working in the state. The average job entry salaries for the 1984 graduates increased significantly over the previous year's average, so that it was estimated that all employed graduates would have a total gross dollar earning power of approximately $17,970,000 during their first year of employment. The bulk of the report consists of tables providing placement data separately for NHTI and NHVTC graduates. A section on the degree programs and adult education and apprenticeship courses offered through the system's extension services, and a list of employers who interviewed NHTI/NHVTC graduates are also included. (HB)

ED 255 296   PS 014 995

Smith, Joan M.; And Others
The 1984 State Legislative Summary of Children and Youth Issues.
National Conference of State Legislatures, Washington, D.C.
PUB DATE- Nov 84
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adolescents; Adoption; *Child Abuse; Child Custody; Child Neglect; *Children; *Child Welfare; Day Care; Delinquency; Drug Abuse; Elementary Secondary Education; Family (Sociological Unit); Health Services; Mental Health; Pregnancy; *State Legislation; State Surveys; Suicide; Youth Employment
IDENTIFIERS- Aid to Families with Dependent Children; Child Restraints (Vehicle Safety); *Child Support; Missing Persons

This 50-state profile identifies and summarizes new laws affecting children and youth that were enacted by the states during the 1984 legislative sessions. The information was gathered through a phone survey of state legislative contacts. The draft report was sent to the 50 state contacts for comment and review. Thus the final report represents a joint effort between the National Conference of State Legislatures and state legislative staff. Collectively, the states enacted 602 pieces of children and youth legislation in 1984. The issues of child support, abuse and neglect, and child welfare were the three areas of greatest legislative activity. The report is organized by key topics that encompass 17 public policy issues: abuse and neglect; Aid to Families with Dependent Children; child care/day care; child health; child support enforcement; child welfare; custody and visitation; domestic and family law; education; juvenile justice; legal representation; mental health; missing children/kidnapping; substance abuse; teen pregnancy; teen suicide; and youth employment. States enacting legislation, the bill numbers, and brief descriptions of each bill are listed under each topic. The report also contains a state-by-state summary of enacted legislation in the appendix which is organized by state, topic and bill number. (CB)

ED 255 310 PS 015 023

Ramsey, Darhyl S.; Ramsey, Jonny H.

A Study of Musical Loudness Discrimination of Three- to Five-Year-Old Children.

PUB DATE- 81
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Auditory Discrimination; *Performance Factors; *Preschool Children; Preschool Education; Sex Differences; *Test Construction; Test Reliability
IDENTIFIERS- *Loudness Discrimination; Melody; *Stimulus Characteristics

An investigation was made of the effects of age and sex on preschool children's discrimination of intensity in musical contexts. Subjects included 92 children ranging in age from 37 to 70 months. A total of 47 females and 45 males participated in the study. To determine preschoolers' loudness discrimination abilities, a new test was designed: The Loudness Discrimination Test (LDT). This instrument utilized a 12-note melody based on a Jamaican folk song rather than pure tones or white noise. The LDT presented the stimulus melody at four intensity levels in discrimination comparisons (50 db, 60 db, 70 db, and 80 db corresponding to the musical dynamics of p, mf, f, and ff). To provide a comparison of the span of the dynamic range, two additional dynamic levels (55 db and 75 db) were included on the test tape. Whereas no significant interactions between age and sex factors were found, significant differences associated with age were found across all age groups, with younger age groups scoring lower than older age groups. Progressive, significant differences across age were noted for both loud-soft and soft-loud stimulus presentation orders. Improvement in scores occurred across all three age groups for the loud-soft presentation order. With regard to type of judgment required of subjects, judgments of "louder" produced higher mean scores within all age groups than did judgments of "softer." Age also was found to be a significant factor in the analysis of data concerning single and varied task types. (RH)

ED 255 350 RC 015 231

Gil, Carlos B.
The Many Faces of the Mexican-American; An Essay Concerning Chicano Character. Working Paper Series No. 1.
Washington Univ., Seattle. Center for Chicano Studies.
PUB DATE- 29 Aug 82
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Acculturation; Cultural Background; *Cultural Influences; *Culture Contact; Ethnicity; Geographic Location; Hispanic American Culture; Immigrants; Labeling (of Persons); Mexican American History; *Mexican Americans; Mexicans; Place of Residence; *Socioeconomic Influences; Values
IDENTIFIERS- Cultural Values

Contemporary Mexican Americans have a multi-faceted character. Twentieth century Mexican Americans are no longer Mexicans but neither are they Anglo American. The strength of their Mexican traditions and cultural values and the forces of dilution to which these are exposed depend on various combined factors. Contributing to their multi-faceted character are their Mexican inheritance and the continuing cultural replenishment resulting from new immigrants and their importation of ideas, attitudes, ways of doing things, artifacts, and systems. The Mexican inheritance involves several components. Among these are racial features and the word labels which have survived for them; reliance upon the Spanish language in a monolingual, bilingual, or mixed fashion; the domestic environment (material and non-material); and the relations outside the home. Chicanos exhibit a greater socioeconomic diversity than did their ancestors because many have entered the lower end of the middle class and, in doing so, they have undergone varying stages of acculturation into Anglo America. The manner in which this has occurred differs widely. The degree of American-ness present in Mexican Americans is related to one's generation, geographical location of residence, socioeconomic position in American society, and degree of individuality. (NQA)

ED 255 392 SE 045 496

Lampert, Magdalene
Understanding, Doing, and Teaching Multiplication.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
PUB DATE- 1 Feb 85
NOTE- 82p.
AVAILABLE FROM- Institute for Research on Teaching, Michigan State University, Erickson Hall, East Lansing, MI 48854 ($3.50 each).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algorithms; *Cognitive Processes; Computation; Educational Research; Elementary Education; *Elementary School Mathematics; Interviews; Manipulative Materials; Mathematical Concepts; *Mathematical Models; Mathematics Curriculum; *Mathematics Instruction; *Multiplication; Number Concepts; Problem Solving
IDENTIFIERS- *Mathematics Education Research

The concept of multiplication is described and illustrated using several different representational systems. A conceptual approach to teaching mathematics is compared with the procedural approach commonly found in the school curriculum. Four different methods of representing the multiplication process with numbers larger than ten are presented: combinations of coins, stories in which quantities are counted by grouping them, recording numbers in a way that is congruent with operations on quantities, and using multiplication as a procedure to solve problems involving estimations of weights. Each of these methods is related to the conventional algorithm for multiplying large numbers. Children's work is used to illustrate how they respond to each approach. (Author)

ED 255 056 FL 014 941

Rosenbusch, Marcia H.
Teaching Methodology: A Child-Centered Approach.
PUB DATE- Mar 85
NOTE- 16p.; Paper presented at the International Conference on Second/Foreign Language Acquisition by Children (Oklahoma City, OK, March 29-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Class Activities; *Classroom Techniques; Creativity; Dramatics; Educational Strategies; Elementary Education; *FLES; *Instructional Materials; Physical Activities; Program Descriptions; Realia; *Second Language Instruction; Singing
IDENTIFIERS- *Iowa

An Ames, Iowa elementary school program of foreign language instruction adapted instructional approaches geared to older students to the needs of elementary school children by examining children's stages of development and the effects of these stages on the students' ways of thinking and acting. This examination of child development yielded results which were translated into the curriculum in: (1) the use of real objects that are attractive, sturdy, and clear symbols useful in language learning; (2) physical activity in the classroom for learning action verbs; and (3) opportunities for creative expression such as imaginative uses for objects or materials, chances to describe unusual happenings, songs and games, imitation, and dramatization. Original plays were used for a number of purposes: as motivation to continue learning, to encourage the children's creativity, to develop expressive speech, to encourage the students' self-confidence, to develop talents, and to promote parent involvement. The plays were based on themes in the vocabulary already learned, and were taken from the original idea through the rough draft and polishing stages by the children themselves. One student-developed play concerning animals and the woods is appended. (MSE)

ED 255 087 FL 015 017

Curriculum Guide for Spanish Language Arts, Elementary Level G. Field Test, Working Draft = Guia para la ensenanza de las artes del lenguaje expanol, nivel elemental primario G. Edicion experimental.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 79

NOTE- 111p.; For related documents, see FL 015 010-023.

LANGUAGE- Spanish

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Bilingual Education; Class Activities; *Classroom Techniques; Comprehension; Curriculum Guides; Elementary Education; Evaluation Criteria; Grade 3; *Language Arts; *Literature Appreciation; Native Language Instruction; *Reading Instruction; *Spanish; Student Evaluation; *Study Skills

The curriculum guide for teachers of Spanish language arts for native Spanish-speaking primary students in the Chicago public schools' bilingual education program is introduced by a section outlining the program and defining the areas to be emphasized in the program: word attack, comprehension skills, study skills, and literature appreciation. Sections follow for each of the areas of emphasis, containing specific behavioral objectives and skills, instructional strategies and class activities for them, evaluation criteria, and a place for teachers to note useful references. Some illustrations and a bibliography are provided. Except for a preface and introduction in English, the text is entirely in Spanish. (MSE)

ED 255 215 IR 051 062

Kahles, William
Circulation of Government Documents in Two Large Urban Depository Libraries.
PUB DATE- 82
NOTE- 20p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Depository Libraries; *Government Publications; Higher Education; *Library Circulation; Library Collection Development; Library Collections; Library Research; *Public Libraries; Use Studies
IDENTIFIERS- Chicago Public Library IL; University of Illinois; Weeding (Library)

This paper reports the results of a circulation study in the government documents departments of a public library and an academic library. Based on a systematic random sample of the records of materials returned in 1981, the study had two purposes: to seek evidence to support the assumption that current documents circulate more than older ones; and to justify, and begin to lay the groundwork for a more far-reaching analysis of documents use. It was found that U.S. Government publications were the predominant type of publication circulated in 1981, hardcopy publications comprised 99% of the materials circulated in both institutions, circulation of documents published in 1981 was relatively low in comparison to 1979 and 1980 publications, and documents published within the last decade (1972-1981) accounted for more than 75% of 1981 circulation in both institutions. It is suggested that these findings may be useful in deciding what materials should be weeded in the institutions studied. (Author/THC)

ED 255 241 JC 840 565

Parnell, Dale
2 + 2 Tech Prep/Associate Degree Program: A Working Degree for America. A Concept Paper.
American Association of Community and Junior Colleges. Washington, D.C.
PUB DATE- Oct 84
NOTE- 34p.; Developed with the assistance of Nancy Armes.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); *Associate Degrees; *College School Cooperation; Community Colleges; Cooperative Programs; High Schools; *Job Training; *Technical Education; Terminal Education; Two Year Colleges

Within the context of a discussion of the future of work in the United States, this paper proposes the development of a four-year structured and closely articulated program of technical preparation, beginning during the junior year of high school and terminating with specific technical education programs in community, technical, and junior colleges. First, introductory comments look at current needs and expectations from work and life, changing demands of the labor market and future employment skill needs, and expectations for an increase in the demand for workers with a middle range of skills. The next section looks at the job skills that will be required of the technician of the future, followed by a brief summary of the educational issues that have emerged from recent reports calling for change and reform at all levels. In response to these demands, the next section advocates the development of the 2 + 2 Tech Prep/Associate Degree program to provide access to a mid-level range of career choices. A review of existing models of high school/college partnerships is followed by a list of assumptions upon which the degree program would be based, a description of how the program would operate, and the ways in which the program could address current concerns about education. Finally, a Tech-Prep Fact Sheet, sample help wanted ads of the future, and charts showing sample articulated programs are presented. (LAL)

ED 255 269 JC 850 138

Brawer, Florence B.
Two Special Community College Student Data Sets.
PUB DATE- 15 Apr 85
NOTE- 12p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (65th, San Diego, CA, April 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Transfer Students; *Community Colleges; National Surveys; Program Improvement; *Student Characteristics; Transfer Programs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *General Academic Assessment; *Urban Community Coll Transfer Opportunities Prog

Recent research efforts undertaken by the Center for the Study of Community Colleges have resulted in the construction of two data sets on community college students which can assist two-year colleges in institutional planning and policy making. The first data set is the result of the administration of the General Academic Assessment (GAA), a student survey and assessment instrument that yields information about the knowledge of student cohorts in general education and the liberal arts. Analysis of the data derived from GAA testing of 8,026 students in 23 colleges in four large urban community college districts revealed that 41% of the students were under 21 years of age, 51% had completed less than 30 units, 57% were attending college to prepare for transfer to a four-year institution; and the students accurately predicted their scientific, humanities, political, and mathematical knowledge. The second data set comes from a survey of students at 24 colleges participating in the Urban Community Colleges Transfer Opportunities Program project. Among the findings of this survey were the following: (1) more than half of the students had family incomes of less than $16,000; (2) 75% aspired to a bachelor's degree or higher; (3) over 50% were in college to prepare for transfer; (4) more than 40% indicated that they were not aware of such college services as academic or career counseling; (5) half of the students indicated that they rarely asked instructors for advice and two-thirds rarely had informal conversations with instructors; (6) students with high transfer-oriented behavior tended to be full-time attendees who were younger, employed, and aspiring to graduate or professional degrees. Recommendations based on the two data sets for improving transfer programs and opportunities are included in the paper. (LAL)

ED 255 283 JC 850 160

Washington Community Colleges Fall Quarter Report, 1984.
Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 85
NOTE- 45p.; Prepared by the Division for Information Services & Enrollment Planning.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Administrators; Age; College Faculty; *Community Colleges; Courses; *Enrollment Trends; Ethnic Groups; Females; Financial Support; Full Time Equivalency; Males; Personnel Data; Salaries; *School Personnel; State Surveys; *Student Characteristics; Two Year Colleges; Vocational Education
IDENTIFIERS- *Washington

Fall 1984 data on enrollments, student characteristics, and personnel at Washington community colleges are provided in this report and contrasted with historical data for fall quarters 1980 through 1983. First, report highlights are presented, indicating: (1) restoration of evening and off-campus enrollment was the principal trend evident in the comparison of fall 1983 to previous quarters, with a 3.5% increase in evening, off-campus full-time equivalent (FTE) enrollment in state-funded courses, and a 14.8% increase in off-campus enrollments; (2) day-time, on-campus enrollment fell by 1.7%; (3) enrollments by students over 30 years old increased by 8,000 persons, while the number of 17 to 20 year old students decreased by 3,300; (4) part-time faculty increased from 37% to 39% of the total number of faculty; and (5) state-supported FTE enrollments increased by 17.7% in basic skills programs. Part I of the report focuses on enrollment, providing data on headcount and FTE enrollment by funding source (i.e., state monies, external grants and contracts, and student fees). Tables provide overviews of enrollments by course intent category, time/location, instructional subject areas, and full-/part-time status; and of FTE faculty by full-/part-time status. Part II presents data on student characteristics, including information on ethnicity, age, sex, veteran status, residency status, and credit hour loads. Part III offers employment status data on faculty and administrative personnel, and classified staff for the system as a whole and by college. (LAL)

ED 255 116 HE 018 148

Haile, Penelope J.; Levitt, Lynn
Student Suicide Reduction: Are the Colleges Helping?
PUB DATE- 26 Oct 84
NOTE- 14p.; Paper presented at the Annual Convocation of the Northeastern Educational Research Association (15th, Ellenville, NY, October 26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ancillary School Services; *College Role; Counseling Services; Helping Relationship; Higher Education; *Intervention; *Prevention; Questionnaires; *School Counseling; *Student Personnel Services; *Suicide

Suicide prevention programs and reactions to student suicide or suicide attempts were studied at 21 Long Island, New York, colleges and universities. While none of the colleges had a student suicide on campus from September 1981 through June 1983, one third of these schools have experienced suicide attempts on campus. Although there was a wide variety of counseling services available, few of these services dealt directly and specifically with the issue of student suicide, and little specific training in dealing with student suicide attempts was provided. However, almost two-thirds of the colleges indicated that their counseling staffs had formally discussed suicide and attempted suicide with students. Variations in the number of counselors included: 25 percent of the colleges had no full-time counselors on staff, 29 percent had only one full-time counselor, 30 percent had from 6 to 15 full-time counselors, and 50 percent of the colleges used from 1 to 25 part-time or student counselors. Suggestions for prevention of student suicide include a networking system and changes in availability of counseling services dealing directly with student suicide. The College Counseling Services Questionnaire is appended and six references are listed. (SW)

ED 255 199 IR 011 571

Huber, Leonard; And Others
Project Logic Handbook: Computer Literacy through BASIC.
Hampshire Educational Collaborative, South Hadley, MA.
PUB DATE- 83
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; *Computer Literacy; *Computer Science Education; Curriculum Guides; Educational Objectives; Elementary Secondary Education; Learning Activities; *Microcomputers; *Programing; Programing Languages
IDENTIFIERS- *BASIC Programing Language

This handbook for teachers offers guidance on introducing computer literacy into elementary and secondary classrooms. It includes a list of computer concepts exemplified by each step in learning to write programs in BASIC Programming Language and the objectives for the elementary and secondary activities; suggestions for using computers in classrooms; and learning activities for elementary and secondary students. For elementary students, activities deal with PRINT and GOTO statements, computer arithmetic, variables and values, INPUT statements, IF-THEN statements, FOR-NEXT loops, string manipulation, random numbers, arrays, nested loops, low resolution graphics, flowcharts, and activities without the computer. Secondary activities cover PRINT statments; GOTO, CTRL C, comma, and semicolon; INPUT command, variables, ON-GOTO; FOR-NEXT; string manipulation; concepts of probability; writing a program in the form of a multiple choice quiz using several commands; READ-DATA; arrays; programming to find roots of a polynomial; LEFT, RIGHT, MID$; word scramble program (concatenation); text files; reaching objectives by using files; writing a library program using text files; text windows; writing programs using a counter; quadratic equations; graphics; and programs to explore the world of low resolution graphics. (LMM)

ED 255 364 SE 045 448

Keown, Duane; And Others
A New Land Ethic for the 21st Century.
PUB DATE- Feb 84
NOTE- 8p.; Paper presented to the National Association for Laboratory Schools Convention (San Antonio, TX, February 1, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Environmental Education; Field Trips; Laboratory Schools; *Outdoor Activities; Outdoor Education; *Program Descriptions; Science Clubs; Science Education; Secondary Education; *Secondary School Science; *Teaching Methods
IDENTIFIERS- University of Wyoming

Environmental education is a year-long process at the University of Wyoming's laboratory school (or Prep as it is popularly called). Whether an activity takes place in a science classroom or at a remote campsite, the objective remains the same--generating in students a love for the land. The school's environmental and outdoor education programs include regular classes in the natural sciences in which students learn about the natural world through such traditional methods as textbooks, lectures, models, experiments, live animals, and audiovisual materials. Students also make regular field trips designed to illuminate particular apsects of the curriculum. During these trips (including one to an alpine lake), students engage in such scientific activities as observing, measuring, and interpreting. Other activities include camping, hiking, fishing, studying water, taking part in a scavenger hunt, and (for ninth graders) joining an extracurricular science club. One major activity of the club is a 10-day excursion each spring to national parks, monuments, and historic sites throughout the Rocky Mountains. (JN)

ED 255 407 SO 016 279

Social Studies. Grade Eleven. Interim Guide.

Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.

REPORT NO.- ISBN-0-7711-0180-5
PUB DATE- 84
NOTE- 81p.
AVAILABLE FROM- For grade 10 interim guide, see SO 016 278. For K-9 interim guides, see ED 220 371-378 and ED 223 521-523.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Canada Natives; Curriculum Guides; Economic Change; Economic Climate; Educational Objectives; Foreign Countries; Global Approach; Government (Administrative Body); Grade 11; High Schools; Immigrants; Industrialization; International Relations; *Politics; Questioning Techniques; Social Change; *Social History; *Social Studies; Technological Advancement
IDENTIFIERS- *Canada; Canadian Government; Manitoba

This social studies curriculum guide for grade 11 in Manitoba, Canada, examines the historical development of Canada, with a focus on social and political history. The course also covers the way in which Canada's history has developed and is developing within an international context. The study has been divided into the following units and themes: Unit I, "The Peopling of Canada" (the various Native Canadian groups and the immigration of non-Native people); Unit II, "New Societies to 1867"; Unit III, "Government, Federalism, and Politics" (Canadian government); Unit IV, "Social and Economic Changes in Modern Canada since 1850" (changes brought about by technology and industrialization); Unit V, "Western Canada" (the history of western Canada, with emphasis on Manitoba); and Unit VI, "Canada's External Relations" (Canada's changing relationship with the rest of the world). Each unit begins with an overview of its main theme. Major topics within each theme are then outlined. Educational objectives and focusing questions are provided for the topics. An appendix contains excerpts from the social studies K-12 interim guide. (RM)

ED 255 422 SO 016 308

Dion, Mavis Jackson
We, the American Women, No. 2. Revised.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Nov 84
NOTE- 17p.; Some charts and illustrations may not reproduce clearly. For related document, see SO 016 307.
AVAILABLE FROM- Superintendent of Documents, U.S Government Printing Office, Washington, DC 20402 (Stock No. 461-100-227/790, $1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Census Figures; Demography; Educational Attainment; Employed Women; Employment Patterns; Fatherless Family; *Females; Income; Labor Force; Marriage; Mothers; *Population Trends; Sex Differences; Social Change; Womens Education
IDENTIFIERS- United States

Using data from the 1980 census and earlier censuses this booklet briefly profiles women in the American population and the changes in their educational levels, workforce participation, income levels, marital status, and roles as mothers. Graphs are used throughout to highlight these changes. Census figures indicate that women are now the majority of the population because they live longer than men, that they are increasingly well-educated and likely to participate in the electoral process, and that they are more likely than previously to be considered for nontraditional jobs in the labor force. However, women are more likely than men to be poor and this is especially true of single parents. Women are also more likely to live alone and marry later than previously, and are also planning smaller families. (IS)

ED 255 437 SO 016 343

Hewett, Marie
A Guide to the Study of Childhood 1820-1920.
Strong Museum, Rochester, NY.
PUB DATE- 84
NOTE- 82p.; Some photographs and pages with white script on black background may not reproduce clearly. For related documents, see 016 355-356.
AVAILABLE FROM- Strong Museum, One Manhattan Square, Rochester, NY 14607 ($6.00, plus shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- American Studies; *Child Rearing; Children; Exhibits; *History Instruction; Learning Activities; *Local History; Museums; *Primary Sources; *Realia; Resource Materials; Secondary Education; *Social History; United States History
IDENTIFIERS- Nineteenth Century

Designed to introduce junior and senior high school students to a variety of historical resources on local, family, and 19th century cultural history, the primary materials presented in this guide provide insight into methods of child rearing and children's lives between 1820 and 1920. Based on a major exhibition and the collections of the Strong Museum (Rochester, New York), this resource book contains photographs of original materials such as advertising pieces, documentary photographs, diagrams of children's games, song lyrics, furniture, and other artifacts of childhood. Each of the primary materials presented is accompanied by a "to the teacher" section of background information. The questions provided with the materials focus on visual literacy, comparison and analysis, and evaluation. Students use the methods of the historian as they consider the information contained in, and the limitations of, each source. In addition to providing supplementary activities for the classroom, this booklet serves as a model for the development of additional exercises using artifacts of childhood to increase student understanding of the topic. (Author/LH)

ED 255 452 SO 016 371

Defining Australia. Course HP01a: Part Time BA Degree Programme.
Griffith Univ., Brisbane (Australia). School of Humanities.

PUB DATE- 83
NOTE- 107p.; For related courses, see SO 016 372-385. Although readings designed to supplement the course are not included, complete bibliographic information is provided.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Historical Materials (060)
DESCRIPTORS- *Course Content; Course Descriptions; External Degree Programs; Foreign Countries; Higher Education; *History Instruction; Independent Study; *Nationalism; Nontraditional Education
IDENTIFIERS- *Australia

This course, one of 16 sequential courses comprising phase one of a part-time Bachelor of Arts degree program in Australian Studies, focuses on debates about Australia and Australian national character from 1788 to the present. It also introduces students to the forms of intellectual debate and the skills of essay writing. The course is designed for independent study combined with tutorial sessions. Chapter 1 is an introduction to the course and its study objectives. Chapter 2, "Australia Day: What is Being Celebrated?" deals with the problems of national identity. Chapter 3, "Inventing Australia: Establishing the Terms," deals with issues of nationalism. Chapters 4 and 5, "The Birth of a Culture" and "The Pursuit of an Australian Nation" consider the evolution of the national image. Chapter 6, "The Twentieth Century: In Defense of Australia," deals with image makers, the intelligentsia, and conflict over national identity. Chapter 7, "Conclusions: Analyzing the Debate," discusses the social context of Australian nationalism. Content and questions for three tutorial sessions are included; they introduce the purpose of tutorials, Australia Day and national character, and essay writing. Also included are lists of required readings, additional readings, a bibliography, and self-assessment questions. (IS)

ED 255 467 SO 016 404

Lockheed, Marlaine E.; Harris, Abigail M.
A Study of Sex Equity in Classroom Interaction. Final Report: Volume I.
Educational Testing Service, Princeton, N.J. Education Policy Research Institute.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 Mar 84
NOTE- 97p.; For Volume II, see SO 016 405.
CONTRACT- 400-80-0032
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Classroom Observation Techniques; Educational Research; Elementary Secondary Education; *Equal Education; Interaction Process Analysis; *Intergroup Relations; Intervention; Sex Differences; *Sex Fairness; Student Behavior; Tables (Data); Teacher Behavior

The first volume of a two-volume report on the study of sex equity in classroom interaction presents findings of previous studies of classroom interaction, methods used in the study, observations of classroom interactions, possible causes of sex segregation, sex differences in classroom leadership, and intervention implementation effects. The final chapter presents a summary of results. The two-year study (1980-82) involved 38 fourth- and fifth-grade classrooms in two districts in California and Connecticut. A total of 356 boys and 359 girls served as target students during the first year and 132 boys and 139 girls served as target students during the second year. Over 8,500 student hours of observation were augmented by in-depth interviews with teachers who participated in the study. In addition, an APPLE observation system was used as the study's major tool for observing and preserving classroom processes for analysis. Data from the study do not support the notion that classroom teachers play a major role in creating and maintaining inequities. Despite findings that boys are more disruptive (and thus receive more teacher attention), data suggest that teachers respond to the nature of the student behavior rather than to student gender. Findings concerning peer interaction showed that despite an overwhelmingly strong same-sex preference on the part of both girls and boys, students actually engaged in cross-sex interaction quite frequently and with no observable consistent differences from same-sex interaction. (LH)

ED 255 481 SP 025 845

Nutrition for Sport Success.

American Alliance for Health, Physical Education, Recreation and Dance, Washington, D.C. National Association for Sport and Physical Education.; Nutrition Foundation, Inc., Washington, D.C.; Swanson Center for Nutrition, Inc., Omaha, NE.; United States Olympic Committee, Colorado Springs, Colo.

REPORT NO.- ISBN-0-8814-279-1

PUB DATE- 84

NOTE- 52p.

AVAILABLE FROM- AAHPERD Publications, Box 44 Industrial Park Center, Waldorf, MD 20601 ($7.95 prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Athletes; Athletics; Body Weight; Dietetics; Drug Use; *Eating Habits; Higher Education; *Nutrition; *Physical Education; Physical Fitness; Secondary Education; *Team Sports

This guidebook presents basic facts about nutrition, focusing upon the nutritional needs of athletes. Information is given on: (1) the importance of water, salt and other electrolytes, and treating and preventing heat disorders; (2) nutrition for training and performance, the best diet, caloric and energy requirements for various and specific sports, carbohydrates, protein, fats, vitamins and minerals, dietary excesses and changes, and carbohydrate loading; (3) achieving competitive weight, body composition: fat vs. lean, bulking up, slimming down, making weight; (4) supplements and drugs, proteins, vitamins and minerals, non-nutritive substances, steroids, alcohol, mood modifiers, tranquilizers, and antihistamines; (5) eating and athletic meals, pregame meals, training and conditioning sessions, intermittent competition, and long-term competition; (6) new life style diets, eating out, and vegetarian diets; and (7) health problems, the athlete with a chronic health condition, diabetes mellitus, convulsive disorders (epilepsy) and heart conditions, lung disorders, nutrition-related health problems in sports, and menstrual disorders. A glossary of terms and suggested readings are included. (JD)

ED 255 497 SP 025 944

H.R. 4684--National Nutrition Monitoring and Related Research Act of 1984. Joint Hearing before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology and the Subcommittee on Department Operations, Research, and Foreign Agriculture of the Committee on Agriculture. House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, D.C.

PUB DATE- 20 Jun 84

NOTE- 292p.; Portions of document contain small print.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Federal Legislation; Food Standards; Government Role; Health Needs; Hearings; *Nutrition; *Physical Health; *Policy Formation; *Research Needs

IDENTIFIERS- Congress 98th

This report contains testimony regarding House Resolution 4684, the National Nutrition Monitoring and Related Research Act of 1984. The primary purpose of the bill is to: (1) implement a coordinated national nutrition monitoring and related research program; (2) provide a scientific basis for the improvement of the nutritional status of the population; and (3) judge the nutritional quality of the U.S. food supply. Unabridged testimony is presented from: (1) the Director of Nutritional Sciences, Cornell Universitiy; (2) the Director of Nutrition Services, Rhode Island Department of Health; (3) the Assistant Director of Nutrition Research, National Dairy Council; (4) a nutritionist from the Food Research and Action Center, accompanied by a policy analyst from Bread for the World; (5) the Assistant Secretary for Health, Department of Health and Human Services; (6) the Assistant Secretary for Science and Education, Department of Agriculture; (7) the Administrator of the Human Nutrition Information Service, Department of Agriculture; and (8) the Assistant Surgeon General for Research and Development, Department of the Army. (JD)

ED 255 513 SP 025 982

Brandt, Ron, Ed.; Dronka, Pamela, Ed.

Incentives for Excellence in America's Schools. A Report from the ASCD Task Force on Merit Pay and Career Ladders.

Association for Supervision and Curriculum Development, Alexandria, Va.

REPORT NO.- ISBN-0-87120-128-3
PUB DATE- 85
NOTE- 25p.
AVAILABLE FROM- Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Ladders; *Decision Making; Educational Improvement; Educational Quality; Incentives; *Merit Pay; *Public Opinion; Teacher Evaluation; Teacher Salaries; *Teaching (Occupation)
IDENTIFIERS- Excellence in Education

The current debate about merit pay and career ladders requires that educators, board members, and the general public examine more closely the assumptions that are made about schools and the teachers in them. In this monograph, the complex issues surrounding the question of merit pay and career ladders are addressed. Six common perceptions on the part of the public on the subject of teachers, teaching, and compensation are discussed. A brief history of merit pay and career ladders illustrates the political and administrative problems involved. It is suggested that in responding to such initiatives and before designing merit pay and career ladder programs, the political, economic, and cultural contexts of particular states or school systems must be considered. It is recommended that any decision to implement a pay incentive program should be an informed choice that recognizes all pertinent local variables and clearly comprehends available options. (JD)

ED 255 530 SP 026 020

Nutrient Intakes: Individuals in 48 States, Year 1977-78. Nationwide Food Consumption Survey 1977-78. Report No. I-2.
Department of Agriculture, Washington, D.C.
REPORT NO.- NFCS-1977-78-R-I-2
PUB DATE- May 84
NOTE- 826p.
LANGUAGE- English
EDRS Price - MF05/PC34 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Dietetics; *Eating Habits; *Food; *National Norms; *Nutrition; *Physical Health; Pregnancy
IDENTIFIERS- *Nutrients; United States

This report presents 3-day nutrient intake data for about 36,100 individuals in 48 states. Data are provided in 157 tables, and results are summarized in the text. The contribution of 14 food groups to intakes of food energy and 14 nutrients are presented. Also included are the average intakes of food energy and nutrients, the nutrient densities of diets, comparisons of intakes to the 1980 Recommended Dietary Allowances and to nutrient intakes in 1965, the nutrient contributions of food consumed away from home and of meals and snacks, and the frequency and time of day of eating. Nutrient intake tables are provided for food from home and away from home for individuals in 22 sex-age groups by 4 income levels, 3 urbanizations, 2 racial groups, and 4 seasons. Intakes by infants, pregnant and lactating women, and vegetarians are discussed separately. Eating occasions are discussed by source of food, location and companionship. Also discussed are special diets; use of vitamin and mineral supplements; and self-reported height, weight, health status, and physical disability. Characteristics of the sample are included. (Author/JD)

ED 255 545 TM 850 145

Braun, Henry I.; Jones, Douglas H.

Use of Empirical Bayes Methods in the Study of the Validity of Academic Predictors of Graduate School Performance.

Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-RR-84-34; GREB-79-13P
PUB DATE- Feb 85
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bayesian Statistics; *College Entrance Examinations; Departments; Grade Point Average; *Grade Prediction; *Graduate Students; Higher Education; Least Squares Statistics; Mathematical Models; Multiple Regression Analysis; *Predictive Validity; Predictor Variables
IDENTIFIERS- *Graduate Record Examinations; Graduate Record Exam Validity Study Service

Classical statistical methods and the small enrollments in graduate departments have constrained the Graduate Record Examinations (GRE) Validity Study Service to providing only validities for single predictors. Estimates of the validity of two or more predictors, used jointly, are considered too unreliable because the corresponding prediction equations often possess implausible characteristics. This study investigates two statistical methods--empirical Bayes and cluster analysis--to determine their applicability to these validity problems. Data on 6,946 students from 190 participating departments were used. It is concluded that, by using the new class of empirical Bayes methods, it is possible to obtain, at the department level, useful and reliable estimates of the joint validity of several predictors of academic performance. Further methodological refinement will allow the question of differential predictive validity to be addressed at the departmental level. The technical appendix describes the estimation problem following from the empirical Bayes model. (BS)

ED 255 560 TM 850 203

Gray, Peter J.
Microcomputers: Statistical Analysis Software. Evaluation Guide Number 5.
Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 13p.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Software; *Evaluation Criteria; *Microcomputers; *Statistical Analysis; Summative Evaluation

This guide discusses six sets of features to examine when purchasing a microcomputer-based statistics program: hardware requirements; data management; data processing; statistical procedures; printing; and documentation. While the current statistical packages have several negative features, they are cost saving and convenient for small to moderate data sets when compared to mainframe computers. It is important to evaluate a statistical analysis program in terms of its versatility regarding the features needed most. (BS)

ED 255 576 TM 850 219

Barnes, Ronald E.; Murphy, John F.
Parental Evaluation of a Public High School District: The Product and the Process.
PUB DATE- Apr 85
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Attitudes; Community Involvement; *Community Surveys; *Educational Assessment; *Educational Objectives; Educational Planning; *Formative Evaluation; Parent Attitudes; Program Evaluation; School Districts; Secondary Education
IDENTIFIERS- *Consolidated High School District 230 IL; Telephone Surveys

Public schools are often faced, when engaged in the task of developing annual goals, with the necessity of soliciting public input. To gather reliable input from the school community has been haphazard and uneven. Consolidated High School District 230 (Palos Hills, Illinois) employed the Public Opinion Laboratory, a professional survey firm, to provide efficient, cost effective, and reliable data indicating public opinion about a wide variety of issues affecting its schools. The purpose of this activity was to have the various elements of the school community--parents, students, teachers, administrators, and general citizens--evaluate their schools and identify attainable targets for improvement. This paper presents the results of the telephone survey conducted to obtain parent attitudes on the length of the school day and year, graduation requirements, weighted grades, merit pay, and spending on education. Parents also gave grade ratings to 12 school services and programs. The information has proven a valuable tool in strategic planning for the school district. Appendices (more than one-half of the document) contain: (1) the Annual Goals Advisory Committee's purposes and activities; (2) the telephone survey parent interview questions; and (3) several project memos. (DWH)

ED 255 589 UD 024 134

The Ohio Academy for School Improvement Strategies--Proceedings of a Conference (Columbus, Ohio, July 16-20 and July 30-August 3, 1984).
Ohio State Dept. of Education, Columbus. Div. of Equal Educational Opportunities.
PUB DATE- 84
NOTE- 127p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Classroom Observation Techniques; Competency Based Education; Curriculum Development; *Educational Improvement; Elementary Secondary Education; Leadership; Mastery Learning; Needs Assessment; *Principals; Program Evaluation; Research Utilization; School Business Relationship; School Community Relationship; Staff Development; Stress Management; Student Evaluation; Time Management
IDENTIFIERS- *Instructional Leadership

This report summarizes the proceedings of an Ohio Department of Education conference convened to describe, define, and develop activities that would provide a working model of the school principal as the instructional leader. First, the results of a pre-conference principals' needs assessment, which formed the basis for conference planning and development, are outlined. Brief overviews of each conference presentation are then provided. These cover such topics as utilization of "A Nation at Risk"; the nature of leadership; the Principal-Led Team (PLT) as a collegial decision-making strategy; PLT implementation at the building level; curriculum changes; mastery learning, competency-based education, critical skills, and course of study; student progress assessment; assessment methods; school-community relations; classroom observation and instructional supervision; evaluating an effective communication skills program; building-based staff development; time and stress management; evaluating program effectiveness; utilizing the school's advisory council; business expectations about preparation of future employees; schools responding to the employer; and effective education practices. The findings of nine small group sessions on related topics are also summarized. Finally, the results of an analysis of pre- and post-conference needs assessments are given, as are the pre-conference survey instrument, the results of the participants' evaluation of the conference, the conference schedule, and a list of participants. (KH)

ED 255 603 UD 024 152

Shafer, Susanne M.

Bilingual Education and Social Integration. Bilingual Education Paper Series, Vol. 7, No. 2.

California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Sep 83

NOTE- 53p.; Paper presented at the National Association for Bilingual Education (NABE) Convention (Washington, DC, February 17, 1983).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Acculturation; Bilingual Education; *Bilingual Education Programs; Educational Policy; Elementary Secondary Education; *Foreign Countries; Immersion Programs; Immigrants; Language of Instruction; Limited English Speaking; Migrant Children; Minority Group Children; *Multicultural Education; *Public Policy; Refugees; Second Language Instruction; *Social Integration

IDENTIFIERS- Aboriginal People; Australia; Sweden; West Germany

Bilingual education programs and policies in three countries with sizable minorities, Sweden, Australia, and the Federal Republic of Germany, are examined in order to gauge both the extent to which children with limited proficiency in the dominant language are in integrated classrooms and the degree of their social integration. First, the acceptance of foreign nationals into the Swedish labor force and communities and the elaboration of social policies toward those persons are outlined. The assumptions underlying bilingual education in Sweden are discussed along with four alternative forms of classroom organization that are being tried and the level of social integration of immigrant groups. Second, bicultural education in Australia is considered in terms of Aborigine education; education about the Aborigines; the induction of immigrants; ESL instruction; supplementary bilingual education programs; social studies and foreign language education; the response of education departments to the need for teacher training; and the debate over multiculturalism versus social integration. Third, the following dimensions to bilingual education in the Federal Republic of Germany are reviewed: policies toward guestworkers, political refugees, and European Economic Community nationals; the change from segregationist to integrationist approaches to the education of guestworkers' children; difficulties in integrating foreign students academically and socially; the problems of inner city enclaves of immigrants; and the question of repatriation. (RDN)

ED 255 617 UD 024 173

Immigration into Britain. Notes on the Regulations and Procedures.

Central Office of Information, London (England).

PUB DATE- Apr 83
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- *Administrative Policy; Citizenship; *Foreign Countries; Foreign Nationals; Foreign Workers; *Immigrants; Migrants; Refugees
IDENTIFIERS- *Immigration Law; *United Kingdom

In the United Kingdom, control over the entry of foreign citizens is exercised under the Immigration Act of 1971, and following a short account of the background to the legislation, this pamphlet outlines the new rules governing its administration that came into effect in 1983 and take into account changes in terminology introduced by the British Nationality Act of 1981. Topics dealt with are the following: right of abode; the common travel area; citizens of the Irish Republic; travel documents; medical examination; entry for temporary purposes; entry for employment or business, as persons of independent means or for marriage; and admission for settlement. Three appendices contain immigration statistics for 1962-81; a list of nationals of foreign countries who need visas to enter the United Kingdom; and the information on the British Nationality Act of 1981. (KH)

ED 255 408 SO 016 284

Herz, Elicia J.; And Others

Family Life Education for Young Adolescents: A Summary of Three Quasi-Experiments.

PUB DATE- Aug 84

NOTE- 32p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Black Students; Course Evaluation; Curriculum Design; Educational Research; *Family Life Education; Inner City; Instructional Improvement; Junior High Schools; Knowledge Level; *Outcomes of Education; *Sex Education; Student Attitudes; *Urban Youth

The impact of three family life education courses for black, inner-city, junior high school students was the topic of this study. A total of 172 students in 7th and 8th grades participated in experimental and control groups. The programs varied in their intensity; students in the experimental group met for 40 minutes once a week for 15 weeks during the school day, while students in control groups met for 40 minutes once a week for 10 weeks. Results revealed that students in the more intensive program gained greater knowledge about reproductive physiology, contraception, and the consequences of teen pregnancy and parenthood, and became more familiar with various birth control methods. Changes in personal acceptance of premarital intercourse and perceived responsibility for contraception were observed only in the most intensive program. The impact of school-based sex education programs is discussed and suggestions for improving such programs are provided. (Author/IS)

ED 255 423 SO 016 309

Scommegna, Paola M., Ed.
Death and Taxes: The Public Policy Impact of Living Longer.
Population Trends and Public Policy, Number 5.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Sep 84
NOTE- 21p.; Some photographs and charts may not reproduce clearly.
AVAILABLE FROM- Circulation Dept., Population Reference Bureau, Inc., P.O. Box 35012, Washington, DC 20013 ($3.00, prepaid plus postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aging (Individuals); *Death; Economic Factors; Ethics; Federal Programs; Females; Futures (of Society); Gerontology; Government Role; Males; Medical Research; *Older Adults; *Population Trends; *Public Policy; Research Needs; Retirement; Retirement Benefits; Sex Differences; *Taxes
IDENTIFIERS- *Life Expectancy; Longevity

Life expectancy trends are examined from a policy maker's perspective. Since the late 1960's, life expectancy among the U.S. elderly has increased at unprecedented rates, from 70.2 years in 1965 to 74.5 years in 1983. Although unforeseeable events, such as outbreaks of new diseases, are not reflected in the projections, current projections assume that U.S. life expectancy will continue to increase at some fraction of the 1970's rates. The impact of longer lives on the current system of public programs for the elderly could be disastrous. Federally-funded medical research has played an important role in declines in mortality; however, while death is delayed, aging is not. Federal dollars toward heart and cancer research outnumber funds for gerontology 20-to-1. More federal research dollars must be focused on slowing the aging process. It is estimated that by the year 2025, 50 percent of the U.S. federal budget will be spent on programs for the elderly. For example, increase in life expectancy will affect the cost of the Veteran's Administration programs and federal employee retirement plans. Because women are expected to continue to live longer than men, research should be focused on diseases that affect men. This might allow men to live longer lives and continue to provide for their wives. (RM)

ED 255 498 SP 025 954

Health: Overview. Interim Guide.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0157-0
PUB DATE- 83
NOTE- 102p.; For related documents, see SP 025 955-964.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Design; Elementary Secondary Education; Foreign Countries; *Health Education; *Life Style; Mental Health; Physical Fitness; *Physical Health; *Program Implementation; Quality of Life; Student Attitudes
IDENTIFIERS- Manitoba

The Manitoba Health Education Curriculum focuses on promoting the development of positive lifestyle practices in students from kindergarten through grade nine. The core units of the program are: (1) social-emotional well-being; (2) physical well-being; (3) nutrition; (4) dental health; (5) safety; and (6) environmental health. This overview offers the rationale for developing the program and includes discussions on the present status of health education in Canada, as well as a recapitulation of health education learning theory and current knowledge about the developmental stages of children and adolescents. The structure, goals, and objectives of the program are described. Specific guidelines are offered for both teachers and administrators for the implementaion of the curriculum. Also included are optional units on drug education, and family life education; a scope and sequence chart is given and 12 references are listed. (JD)

ED 255 514 SP 025 985

Kay-Cheng, Soh

Teacher Locus of Control and Its Correlates among Experienced Teachers.

PUB DATE- 84
NOTE- 8p.; Paper presented at the Annual Conference of the AARE (Perth, Australia, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Locus of Control; Secondary Education; *Secondary School Teachers; *Sex Differences; *Teacher Attitudes; *Teacher Behavior; Teacher Response

This study examined the locus of control of experienced teachers with reference to their gender and academic background; and ascertained the relationships between locus of control and: (1) educational attitudes in general; (2) attitudes toward change; (3) sense of responsibility; and (4) classroom teaching behavior. Subjects were 80 secondary school teachers equally distributed in sex and academic qualifications. A description is given of the instruments used in measuring locus of control in each of the four areas. Tables display results in the categories of: (1) demographic variables; (2) intercorrelations between the four measures; and (3) mean comparisons between subjects scoring high on locus of control and low locus of control. The results are discussed and some possible lines for further research are suggested. Fifteen references are included. (JD)

ED 255 561 TM 850 204

Curlette, William L.
A Mini-Meta-Analysis on the Use of Discriminant Analysis in Education.
PUB DATE- Apr 84
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Small print in Appendices 2 and 4.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; *Discriminant Analysis; *Educational Research; Measurement Techniques; Meta Analysis; *Research Methodology

This research describes the statistics and interpretations currently used for reporting discriminant analysis results and attempts to provide some approximate guidelines. Articles in the last 10 years of the American Educational Research Journal (AERT) were scanned. Eighteen studies containing 86 different discriminant analyses were identified and reviewed. There were not enough analyses to advocate a guideline for the overall percent of correct classifications (PCC). The mean canonical correlation for the first discriminant fuction was .34 and the median correlation was .32 (n=67). Appendices contain: (1) frequency data and distributions on selected issues; and (2) an 18-item bibliography of the studies used in the meta-analysis. (Author/BS)

ED 255 618 UD 024 184

Gonzalez, J. E.
Ethnic Differences in Realizing Educational Goals.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Black Students; Career Education; *College Role; *College Seniors; Cultural Differences; *Ethnic Groups; Goal Orientation; Higher Education; Mexican Americans; *Racial Differences; *Student Attitudes; Student Development; *Student Educational Objectives; Student Participation; Whites

Almost 400 college seniors (202 Anglos, 158 Chicanos, 39 Blacks) attending a large Southwestern public university completed a survey instrument to elicit what educational goals they perceived as important, whether the university had helped them realize those goals, and whether there were ethnic differences in perceived importance and realization of goals. Goals in the following categories were investigated: academics/career, student involvement at the university, and personal growth and development. Results show that the most important educational goals for all groups were those dealing with academic and career issues, thus supporting the idea of a general trend toward materialistic goals, and that all groups felt that the university had helped them realize these goals. All groups were also interested in student involvement and personal growth goals (though to lesser degrees) but, by and large, Blacks felt that the university had not helped them realize their goals in these two categories. (CMG)

ED 255 438 SO 016 354

Values Education: Interdisciplinary Curriculum Strand.

Utah State Office of Education, Salt Lake City. Div. of Curriculum and Instruction.

PUB DATE- 80
NOTE- 139p.; Chart in the introductory section contains small print that may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; Citizenship Education; Citizenship Responsibility; Communications; Conflict Resolution; Curriculum Development; Driver Education; Educational Legislation; *Educational Objectives; Elementary Secondary Education; Global Approach; Health; *Interdisciplinary Approach; Mathematics Instruction; Physical Education; Reading Instruction; Safety Education; Science Instruction; Self Concept; Social Studies; *Values Education

The instructional objectives of values education to be taught in the K-12 Utah public schools are outlined and cross-referenced to each subject area in the curriculum. It is the responsibility of the schools to help students clarify perceptions and values with respect to self and society. The major categories of values education goals are: rights and responsibilities, American values, international values, refinement of values (i.e., to develop a systematic process of forming a values system that has life-span durability), nature of conflict, positive self-concept, and societal cement (i.e., to develop a commitment to a core of values that serve as the cement of society). More specific goals under each of these categories are outlined for the elementary, intermediate, junior high, and high school grades. The bulk of the publication then cross-references each of the specific goals to the subject areas in which they are to be taught. Subject areas include communications and reading, mathematics, science, social studies, creative arts, health and physical education, safety and driver education, career and vocations, and the teacher advisory orientation success program. The appendix discusses Utah legislative requirements concerning values education. (RM)

ED 255 453 SO 016 372

Traditions. Course HP01b: Part Time BA Degree Programme.
Griffith Univ., Brisbane (Australia). School of Humanities.
PUB DATE- 84
NOTE- 95p.; For related courses, see SO 016 371-385. Although readings designed to supplement the course are not included, complete bibliographic information is provided.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anthropology; *Course Content; Course Descriptions; Cultural Pluralism; *Ethnic Groups; External Degree Programs; *Folk Culture; Foreign Countries; Higher Education; Independent Study; Nontraditional Education; *Traditionalism
IDENTIFIERS- Aboriginal People; *Australia

This course, one of 16 sequential courses comprising phase one of a part-time Bachelor of Arts degree program in Australian Studies, analyses how versions of the past are maintained through rituals and ceremonies, and through institutions such as schools and museums. It further develops the notion of identity, particularly as it applies to aboriginal and ethnic groups in Australia that maintain a sense of traditional identity. This course is designed for independent study combined with tutorial sessions. Chapter 1 is an introduction to the course and its study objectives. Chapter 2 covers multiculturalism and new relations between ethnic groups in Australia. Chapter 3 focuses on Italo-Australians and aborigines. Chapters 4 and 5 discuss tradition as a topic of inquiry and the concept of an institution. Chapter 6 considers ethnic institutions and organizations, specifically the Italian and Greek communities. Chapter 7 discusses rituals and ceremonies as the vehicles of tradition. Materials for three tutorial sessions cover self-assessment questions, problems with the course, and essay writing. Lists of required readings, additional readings, a bibliography, and self-assessment questions are also included. (IS)

ED 255 468 SO 016 405

Lockheed, Marlaine E.; Harris, Abigail M.
A Study of Sex Equity in Classroom Interaction. Final Report: Volume II.
Educational Testing Service, Princeton, N.J. Education Policy Research Institute.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 Mar 84
NOTE- 186p.; For Volume I, see SO 016 404.
CONTRACT- 400-80-0032
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Classroom Observation Techniques; Elementary Secondary Education; *Equal Education; Interaction Process Analysis; *Intergroup Relations; Intervention; Sex Differences; *Sex Fairness; Student Behavior; Teacher Behavior

The second of a two-volume report on the study of sex equity in classroom interaction presents three chapters that detail the use of the APPLE observation system used in the study, describe student and teacher measures, and present data related to gender differences in teacher-student interaction. The two-year study (1980-82) involved 38 fourth- and fifth-grade classrooms in two districts in California and Connecticut. A total of 356 boys and 359 girls served as target students during the first year and 132 boys and 139 girls served as target students during the second year. Over 8,500 student hours of observation were augmented by in-depth interviews with teachers who participated in the study. In addition, an APPLE observation system was used as the study's major tool for observing and preserving classroom processes for analysis. Data from the study do not support the notion that classroom teachers play a major role in creating and maintaining inequities. Despite findings that boys are more disruptive (and thus receive more teacher attention), data suggest that teachers respond to the nature of the student behavior rather than to student gender. Findings concerning peer interaction showed that despite an overwhelmingly strong same-sex preference on the part of both boys and girls, the students actually engaged in cross-sex interaction quite frequently and with no observable consistent differences from same-sex interaction. Eleven appendices, comprising over half of the report, consist of an APPLE observer manual, a lexicon of APPLE terms and numeric codes, observation sheets, data tables, and measuring instruments and instructions. (LH)

ED 255 482 SP 025 850

Teaching in America: The Common Ground. A Report of the Yale-New Haven Teachers Institute.

College Entrance Examination Board, New York, N.Y.

REPORT NO.- ISBN-0-87447-192-3
PUB DATE- 84
NOTE- 141p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($8.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Cooperative Programs; Interdisciplinary Approach; Secondary Education; Secondary School Curriculum; *Secondary School Teachers; Teacher Education; Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- Yale New Haven Teachers Institute

Articles are presented illuminating the effectiveness of cooperation between New Haven secondary school faculties and Yale University faculty working together at the Teachers Institute. The following articles are included: (1) "The Concept of the Yale-New Haven Teachers Institute: The Primacy of Teachers (James R. Vivian); (2) "Encounter with a City: Education and the Promise of Local History" (Howard R. Lamar); (3) "The City in Black and White and Color: An Interdisciplinary Approach to Teaching Life in the City" (Robert Johnson Moore); (4) "The Play's the Thing" (Thomas R. Whitaker); (5) "Poetry and Paintings: Teaching Mood, Metaphor, and Pattern Through a Comparative Study" (Jane K. Marshall); (6) "On Batting .667: Three Courses for the Yale-New Haven Teachers Institute" (Robin W. Winks); (7) "Finding the Key: Teaching Detective Fiction in the Developmental Classroom" (Pamela M. Price-Anisman); (8) "Teaching a Science Seminar in the Teachers Institute" (Maurice J. Mahoney, M.D.); (9) "Teaching about Prenatal Development in Biology" (Elisabet O. Orville); (10) "Teaching Teachers: A Faculty View of the New Haven Teachers Institute" (Richard H. Brodhead); and (11) "Teaching Through: The University and the Development of Minority Literature" (Michael G. Cooke). Appendices include evaluations of the Yale-New Haven Teachers Institute by Ernest L. Boyer and Robert Kellogg; a summary of principal findings of questionnaires administered to 1982 New Haven teachers; a list of Yale-New Haven Teachers Institute seminars offered between 1978 and 1982; and a list of information about the contributing authors. (JD)

ED 255 531 TM 840 682

Spottheim, David; And Others
Public Education Resources and Pupil Performance Models: A Summary Report.
Long Island Regional Planning Board, Hauppauge, NY.
PUB DATE- Aug 84
NOTE- 41p.; For complete report, see TM 840 683. Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Decision Making; Educational Finance; *Educational Objectives; Elementary Secondary Education; Equal Education; Input Output Analysis; Linear Programing; *Mathematical Models; *Resource Allocation; *School Districts; Simulation; Systems Approach
IDENTIFIERS- *Pupil Performance Models

This is a summary of a report which presents three models quantifying the relationships between educational means (resources) and ends (pupil achievements) to analyze resource allocation problems within school districts: (1) the Pupil Performance Model; (2) the Goal Programming Model; and (3) the Operational Structure of a School and Pupil Performance Model. These models reduce educational data to manageable equations by applying educational economic concepts and quantitative methods. They can be used to address two of New York state's major educational policy predicaments: (1) What is the best composition of financial resources (by function) to produce predetermined levels of educational ends in a given type of school district while considering its pupil and community attributes? and (2) What administrative adjustments can be implemented by a given educational jurisdiction to attain some predetermined (and unified) educational goals for an array of pupils with diverse attributes? A 20-item bibliography concludes the document. (BS)

ED 255 546 TM 850 146

Scholastic Aptitude Test Results: 1982-83.

Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.

PUB DATE- 20 Oct 83

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Bound Students; *College Entrance Examinations; Comparative Analysis; *Data Interpretation; High Schools; High School Seniors; National Norms; Program Evaluation; Test Coaching; *Test Results

IDENTIFIERS- *Fort Worth Independent School District TX; *Scholastic Aptitude Test

This study of the 1982-83 Scholastic Aptitude Test (SAT) scores of Fort Worth Independent School District (FWISD) seniors indicated an increase in scores over the previous year. The FWISD seniors (n=3,659) scored substantially lower than the national and Texas seniors. However, Fort Worth students took fewer traditional academic subjects. Examination of demographic factors which influence test scores revealed that the FWISD seniors tested included a higher proportion of minority students. Based upon the information summarized in this report, several recommendations were made. These included encouraging students to participate in advanced academic electives and SAT testing. The efforts toward academic improvement at the middle and high school levels must be intensified. Efforts to prepare college bound seniors to take the SAT through special preparation classes should be expanded. These classes are designed to help students improve their test taking skills as they relate to the most frequently encountered question types on the SAT. (DWH).

ED 255 577 TM 850 221

Tufano, Daniel R.; Evans, Robert A.

The Prediction of Training Device Effectiveness: A Review of Army Models.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-TR-613
PUB DATE- Apr 82
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Armed Forces; Evaluation Methods; Mathematical Models; Postsecondary Education; *Predictive Validity; *Program Effectiveness; Program Evaluation; Simulation; Statistical Analysis; *Training Methods; Transfer of Training
IDENTIFIERS- TRAINVICE Models

This is a critical review of the analytical models developed by the U.S. Army to predict training device effectiveness. The Simulation Systems Technical Area of the U.S. Army Research Institute for the Behavioral and Social Sciences performed the research. Special consideration is given to a family of models known collectively as TRAINVICE. These four models differ in several important ways, although they are all intended to provide an index of transfer potential. The variables considered in the calculation of the indices are assigned different degrees of emphasis in each model. In selected cases a variable is completely ignored: e.g., the instructional features of a training device. The preparatory analyses employed to estimate the values of each variable change from model to model. The combinatorial procedures used to calculate an index of effectiveness from the variable values are different in each model. The principal points of difference among the various predictive models are presented to facilitate a comparative assessment of their merit. Results of the analysis and subsequent validation will provide a basis for the selection and refinement of one or more of the models for incorporation into a defined set of procedures for specifying training device effectiveness. (Author/DWH)

ED 255 590 UD 024 137

Hochschild, Jennifer L.
Thirty Years After Brown.
Joint Center for Political Studies, Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y., Rockefeller Foundation, New York, N.Y.
REPORT NO.- ISBN 0-941410-49-8
PUB DATE- 85
NOTE- 67p.
AVAILABLE FROM- Joint Center for Political Studies, 1301 Pennsylvania Ave., N.W., Suite 400, Washington, DC 20004 ($4.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Black Students; *Change Strategies; Civil Rights; Desegregation Effects; Desegregation Methods; *Desegregation Plans; Educational History; Educational Policy; *Educational Quality; Elementary Secondary Education; Equal Education; Political Attitudes; Population Trends; Racial Discrimination; Racially Balanced Schools; *School Desegregation; School Segregation; Urban Schools
IDENTIFIERS- *Brown v Board of Education

Although many school districts and classrooms have desegregated since the 1954 Brown decision, desegregation is neither complete nor uniform. Moreover, racial isolation is growing in some regions and cities, and new forms of separation are arising within desegregated schools. New desegregation strategies and policies are needed, but these will be constrained by current demographic trends (such as the general move away from Northeastern cities to the suburbs and to the South) and economic phenomena, such as the growing poverty of cities. Similarly, citizens' changing political preferences are cause for pessimism, especially the decline in fervor for civil rights initiatives. Even among blacks, doubts are increasing that mandatory desegregation is either possible or advisable. Yet civil rights proponents should not despair: surveys reveal that Americans strongly and increasingly endorse racial integration and deplore segregation and racism. Policy makers must attempt to resolve debate over interpretation of the Brown decision. Of the three main interpretations--a "color-blind constitution"; "desegregation first"; and "educational quality"--the first must be ruled out as politically, morally, and constitutionally flawed. The other two are also unsatisfactory, but this does not mean that desegregation is doomed. If they are linked together, both quality education and desegregation can be achieved. Successful desegregation means avoiding resegregation, magnetizing all schools, fostering constructive interracial activities, and above all, desegregating on a metropolitan-wide basis. (KH)

ED 255 604 UD 024 153

Wisconsin Education Opportunity Program.
Wisconsin State Dept. of Public Instruction, Madison. Div. for School Financial Resources and Management Services.
PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; College Bound Students; *College Preparation; Counseling; *Disadvantaged; Educational Opportunities; Elementary Secondary Education; Grants; Information Dissemination; Nontraditional Students; Postsecondary Education; Program Descriptions; *Services; *State Programs; State School District Relationship; Talent Identification
IDENTIFIERS- *Wisconsin Education Opportunity Program

This report describes the history and programs of the Wisconsin Education Opportunity Program (WEOP), a bureau within the State Department of Public Instruction that provides support services for Wisconsin youths and adults (particularly the disadvantaged) who intend to complete a postsecondary education program. Currently, it is said, WEOP consists of three major programs: (1) Talent Search, which disseminates information and services and assists clients in the pursuit of postsecondary education and the acquisition of resources (human and financial) necessary for successful completion of a higher education program; (2) the Talent Incentive Program, which provides supplemental grant awards to severely needy, nontraditional students; and (3) the Early Identification Program, which provides academic and personal counseling to eighth graders identified as "high potential." The services, target population, selection criteria, past operations, and future expectations of each of these programs are outlined. Next, WEOP's relationship to other educational institutions and organizations is detailed, with emphasis on special projects and WEOP's role as a referral and coordinating center for needy clients. And finally, eight WEOP clients are profiled. (KH)

ED 255 515 SP 025 968

Goertz, Margaret E.; And Others
The Impact of State Policy on Entrance into the Teaching Profession. Final Report.
Educational Testing Service, Washington, DC. Div. of Education Policy Research and Services.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 202p.
GRANT- NIE-G-83-0073
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Admission Criteria; *Educational Policy; Higher Education; National Surveys; Policy Formation; Preservice Teacher Education; State Legislation; *State Standards; *Teacher Certification; *Teacher Education Programs; Teacher Qualifications; Teaching (Occupation); *Testing Programs

Points at which state policies can control entry of individuals into the teaching profession were studied. A 50-state survey identified points of policy intervention and types of policies in effect in each state during 1983-84. Four in-depth case studies provided details about the political environment and rationale behind each policy, the extent of coordination among policies in each state, and the impact of state policies on teacher supply and equity. Findings indicated: (1) states vary considerably in the types of screening policies and testing requirements for teacher education candidates; (2) many areas covered in the assessment of individual teachers are not focused on in teacher education programs; (3) remediation is encouraged by many state policies but funding is often lacking; (4) states that have introduced new policies perceive them as strengthening teacher education programs; (5) passing rates for different ethnic groups show similar patterns in most states; (6) many states perceive their policies as affecting teacher supply; (7) data on individuals screened out of the profession by state policies suggest that shortages of certain types of teachers will continue to occur or be aggravated; and (8) current efforts are being directed toward enacting more or stricter standards. (JD)

ED 255 562 TM 850 205

Murphy, Patricia A.

A Model for Improving Assessment Techniques Used in Courseware Production: Proposal for Change in Courseware Production Team Structure.

PUB DATE- Apr 85
NOTE- 35p.; Paper presented at the Annual Meeting of the National Council of Measurement in Education (Chicago, IL, April, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Assisted Testing; *Courseware; Models; Programed Instructional Materials; Programing; Research and Development; *Test Construction
IDENTIFIERS- *Instructional Systems Development

The videodisc, audiodisc, overlapping instruction, mapping, adaptive testing strategies, intricate instructional branching, and complex media selection models are common expectations for quality courseware today. A two team development structure, consisting of an instructional development team and a test development team, is proposed. This paper presents a flexible test construction process model and illustrates its implementation with three prominent courseware design and development models: (1) the MicroTICCIT system of the Hazeltine Corporation; (2) the Control Data Corporation's model for PLATO as described in their CREATE curriculum; and (3) the Authority model by Interactive Training Systems, Inc. The two team approach allows for greater skill specialization for both test personnel (with a measurement background) and courseware developers (with a learning theory or curriculum development background). Across project application of test personnel can also save time and money. Flowcharts illustrate the test construction model and the three courseware development models. Ten references are included. (BS)

ED 255 619 UD 024 185

Peek, Thomas R.; And Others

Minnesota K-12 Education: The Current Debate, the Present Condition. A Report of the CURA/College of Education Project on the Future of K-12 Public Education in Minnesota.

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.

REPORT NO.- CURA-85-3

PUB DATE- 85

NOTE- 170p.; For a related document, see UD 024 193.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Educational Change; Educational Finance; *Educational History; Educational Policy; *Educational Practices; *Educational Quality; *Elementary Secondary Education; *Public Education; Student Attitudes; Student Characteristics; Student Needs; Teacher Attitudes

IDENTIFIERS- *Minnesota

The purpose of this report is to provide an accurate picture of the nature and condition of Minnesota's K-12 public education system and the challenges it faces in the coming years. Section I describes the major concerns about Minnesota education (centering on excellence and student performance, system accountability and responsiveness, and efficient and cost-effective school service), and reviews the major reform proposals. Section II provides an historical overview, from 1847 to the present. Section III discusses why the public school system contracted during the 1970s and 1980s and, at the same time, took on additional responsibilities. Section IV considers the impact on the schools of a changed student population (focusing on changes in family life, alcohol and drug use, sexual activity, reading habits, employment, and student attitudes and behavior), teacher dissatisfaction, continuing financial disparities, use of the new technology and adoption of school effectiveness research, and changes in the political climate. Section V presents a policy framework which attempts to describe key elements of the structure of Minnesota public education. Finally, Section VI summarizes major findings and conclusions. Appendices include a chronology of K-12 education in Minnesota; a table comparing the average school staff salaries in 1973-74, 1978-79, and 1982-83; and highlights of a survey of the educational attitudes of Minnesota high school students in the early 1980s. (KH)

ED 255 409 SO 016 285

Cortese, Anthony J.

The Inception, Evolution, and Current State of the Moral Development School of Lawrence Kohlberg.

PUB DATE- Aug 84

NOTE- 24p.; Paper presented at the Annual Meeting of the American Sociological Association (79th, San Antonio, TX, August 27-31, 1984). For related document, see SO 016 286.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Cognitive Measurement; Cognitive Structures; *Developmental Stages; Learning Processes; *Moral Development; *Philosophy; Science History; Social Sciences; *Social Theories

IDENTIFIERS- *Kohlberg (Lawrence); Kuhn (Thomas)

Tiryakian's "school" approach is used to analyze the evolution of Kohlberg's study of moral development over the past 25 years. The first part of the paper contrasts the paradigm approach (Kuhn 1970) to the schools approach in defining the development of the social sciences. Specifically, Kuhn's definition of a paradigm ("universally recognized scientific achievements that for a time provide model problems and solutions to a community of practitioners") is contrasted with Tiryakian's components of a "school" (a small community of intellectuals integrated around a central figure and a paradigm of empirical reality which is subject to investigation). Tiryakian suggests that the "schools" approach, rather than the "great man" or "key concepts/theories" approaches, more adequately defines the development of the social sciences and what social scientists actually do. The next section addresses the question of how the moral development school originated, by looking at how Piagetian structuralism provided theoretical direction for Kohlberg's dissertation at the University of Chicago. The socio-historical context of this work, the development of moral education programs, and changes in the field through the ideas of different members of the group are then covered. The concluding section deals with the present state of the school and discusses the major members of the school, the division of labor among them, challenges from outside the school, and possible future directions. (IS)

ED 255 424 SO 016 310

World Agriculture: Review and Prospects into the 1990s. A Summary.
Winrock International Livestock Research & Training Center. Morrilton, AR.
PUB DATE- Dec 83
NOTE- 59p.; This report summarizes a major public policy study presented at the Annual Aspen Institute for Humanistic Studies Forum on Food, Water, and Climate (1st, Queenstown, MD, September 1983).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Agricultural Production; Agricultural Supplies; *Agricultural Trends; Agriculture; Demography; Economic Development; Economic Factors; *Food; *Futures (of Society); *Global Approach; Government Role; Income; International Trade; Population Trends; Prediction; Public Policy; Trend Analysis
IDENTIFIERS- Food Consumption; Food Scarcity; United States

The four chapters of this analysis of world agriculture deal with production, consumption, and world trade. World food production and consumption continued to grow rapidly in the 1970's, but at a rate somewhat slower than in the 1960's. It is projected that for the 1990's consumption will increase faster than production in most of the world's regions. Global trade in food commodities expanded rapidly in the 1970's; it will continue to be an important aspect of the world food system. Overall, the world will be able to feed its much larger population in 1993 marginally better than at the end of the 1970's. However, large numbers of people will continue with only barely adequate or inadequate diets, and several projected improvements hang on economic trends that are highly vulnerable to reverses. Governments of all types commonly intervene in their food and agriculture sectors because of the fundamental importance of production and distribution of food for all stable societies. Today, food and agriculture are affected as much by macroeconomic, trade, and development policies as by policies directed specifically to food and agriculture. (RM)

Hewett, Marie; MacAdam, Barbara
A Guide to the Study of a Victorian Household.
Strong Museum, Rochester, NY.
PUB DATE- 81
NOTE- 55p.; Some photographs and pages with white script on black background may not reproduce clearly. For related documents, see SO 016 343 and SO 016 356.
AVAILABLE FROM- Strong Museum, One Manhattan Square, Rochester, NY 14607 ($4.00, plus shipping; extra worksheets, $3.00/30 copies; slide set, $6.00)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- American Studies; Architecture; Building Design; Exhibits; Family Environment; *Family Life; *History Instruction; Learning Activities; Life Style; *Local History; Museums; *Primary Sources; *Realia; Resource Materials; Secondary Education; *Social History; United States History
IDENTIFIERS- *Nineteenth Century

Designed to introduce secondary school students to a variety of historical resources on local, family, and 19th century cultural history, the primary materials presented in this guide provide insight into the lives of one family, the D. H. Osbornes, who lived in Victor, New York, from the 1850's through the first half of this century. Based on a major exhibition and the collections of the Strong Museum (Rochester, New York), this resource book contains photographs of interior and exterior architecture of the day, family photographs, maps, and family papers. Each of the primary materials is accompanied by a "to the teacher" section as well as questions to guide the student's study. This booklet not only helps sharpen the student's skills in interpreting primary materials but also provides a glimpse of Victorian life in an upper middle-class household. The final section of the workbook, "Your House as History," applies the same method of inquiry to 20th century residences. This is intended as a summary exercise, with students documenting a modern house in order to contrast 19th and 20th century life styles. (Author LH)

ED 255 454 SO 016 373

The Bush Legend. Course HP02a: Part Time BA Degree Programme.
Griffith Univ., Brisbane (Australia). School of Humanities.
PUB DATE- 20 Mar 84
NOTE- 89p.; For related courses, see SO 016 371-385. Although readings designed to supplement the course are not included, complete bibliographic information is provided.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Historical Materials (060)
DESCRIPTORS- *Course Content; Course Descriptions; External Degree Programs; Foreign Countries; Higher Education; *History Instruction; Independent Study; Legends; Literary Criticism; *Literature; *Mythology; Nationalism; Nontraditional Education; Rural Areas; Rural Urban Differences
IDENTIFIERS- *Australia; Nineteenth Century

This course, one of 16 sequential courses comprising phase one of a part-time Bachelor of Arts degree program in Australian Studies, uses Australian literary and documentary writings of the 19th century to examine the formation of the proposition that the Australian national character is based on rural life. The course is designed for independent study combined with tutorial sessions. Chapter 1 is an introduction to the course and its study objectives. Chapter 2, "Defining the Argument: Some Key Terms and Oppositions," deals with myths and legends, texts and contexts, literature as reflection versus literature as production, indigenous culture versus imported culture, and city versus country. Chapter 3, "The Australian Legend Debate," covers both the thesis of Russel Ward's "The Australian Legend," and critiques of it. Chapters 4, 5, and 6 examine Australian independence from an historical perspective, independence from a literary perspective, and women and the bush. The first tutorial covers course materials and readings in the first chapters. The second tutorial is designed to recapitulate key issues in the course, practice literary analysis, and provide advice on the assessment item. Also included are lists of required readings, additional readings, a bibliography, self-assessment questions, and a glossary of literary terms. (IS)

ED 255 499 SP 025 955

Health: Kindergarten. Interim Guide.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0145-7
PUB DATE- 83
NOTE- 94p.; For related documents, see SP 025 954-964.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Dental Health; Environmental Education; Foreign Countries; *Health Education; Kindergarten; Life Style; *Mental Health; *Nutrition; *Physical Health; Primary Education; *Safety; Socialization; Well Being
IDENTIFIERS- Manitoba

This health education guide for kindergarten is divided into six sections. A statement of the sub-goal for each section prefaces an outline for achieving that goal: (1) social-emotional well-being: to enhance self-awareness and increase skills that promote personal development and successful relationships; (2) physical well-being: to increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being; (3) nutrition: to develop proficiency in making food choices that maintain and promote well-being; (4) dental health: to develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being; (5) safety: to practice safety and survival procedures that promote individual and community well-being; and (6) environmental health: to understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources. The outline of each section includes objectives for students with a variety of activities from which to choose, and suggestions for the teacher. (JD)

ED 255 532 TM 840 683

Spottheim, David; And Others

Public Education Resources and Pupil Performance Models.

Long Island Regional Planning Board, Hauppauge, NY.

PUB DATE- Aug 84
NOTE- 163p.; For related document, see TM 840 682. Tables and appendices contain small print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Decision Making; Educational Finance; *Educational Objectives; Elementary Secondary Education; Equal Education; Input Output Analysis; Linear Programing; *Mathematical Models; *Resource Allocation; *School Districts; Simulation; Systems Approach
IDENTIFIERS- *Pupil Performance Models

This report details three models quantifying the relationships between educational means (resources) and ends (pupil achievements) to analyze resource allocation problems within school districts: (1) the Pupil Performance Model; (2) the Goal Programming Model; and (3) the Operational Structure of a School and Pupil Performance Model. These models reduce educational data to manageable equations through the application of educational economic concepts and quantitative methods. They can be used to address two of New York state's major educational policy predicaments: (1) What is the best composition of financial resources (by function) to produce predetermined levels of educational ends in a given type of school district while considering its pupil and community attributes? and (2) What administrative adjustments can be implemented by a given educational jurisdiction to attain some predetermined (and unified) educational goals for an array of pupils with diverse attributes? A 33-item bibliography is included. (BS)

ED 255 547 TM 850 152

Thissen, David; And Others
A Computer Program for Simulation Evaluation of IRT Ability Estimators.
Educational Testing Service, Princeton, NJ. Program Statistics Research Project.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.
REPORT NO.- ETS-RR-84-37; PSR-TR-84-50
PUB DATE- Nov 84
NOTE- 91p.
CONTRACT- F4168-82-C-0020
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Ability; *Computer Simulation; Computer Software; *Estimation (Mathematics); Goodness of Fit; *Item Analysis; *Latent Trait Theory; Mathematical Models
IDENTIFIERS- FORTRAN Programing Language; Robustness

This report documents a computer program for simulation evaluation of item response theory (IRT) ability estimators. This honeywell DPS version is a very slight modification of the program originally developed in FORTRAN-77 on a DEC VAX 11/780. The model of the world simulated by the program involves a unidimensional test in which the probability of a correct response is given by a trace line on a single dimension (ability). The appendices contain: (1) the program; (2) a sample of its main output file using four items and 100 simulated examinees at each of five ability levels; and (3) a program to graph the robust simulation results. (Author/BS)

ED 255 469 SO 016 406

Stanley, William B.; And Others
Review of Research in Social Studies Education, 1976-1983. Bulletin 75.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; National Council for the Social Studies, Washington, D.C.; Social Science Education Consortium Inc., Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89994-303-9
PUB DATE- 85
NOTE- 435p.; For review of research prior to 1976, see ED 141 192.
CONTRACT- 400-83-0012
AVAILABLE FROM- The National Council for the Social Studies, 3501 Newark St., N.W., Washington, DC 20016 or Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($12.95).
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Bias; Cognitive Processes; Critical Thinking; Early Childhood Education; *Educational Research; Elementary Secondary Education; Ethnography; Foundations of Education; Research Needs; *Social Science Research; *Social Studies; Student Attitudes; Teacher Attitudes; Teacher Behavior; Teacher Education; Values Education
IDENTIFIERS- Theory Practice Relationship

In the first of seven chapters of this comprehensive review of research in social studies, William B. Stanley presents an overview of current issues and approaches relevant to research in social education. The second chapter, by Catherine Cornbleth, is a review of critical thinking and cognitive process research. Special attention is given to "myths" that guide current research and practice. In the third chapter, Richard K. Jantz and Kenneth Klawitter review early childhood and elementary education research in social education. In Chapter 4, James S. Leming analyzes the research on a wide range of approaches to socio-moral or values education. In Chapter 5, Jane J. White discusses ethnographic research and the paradoxes and problems it raises for social education. Chapter 6, by William B. Stanley, is a discussion of recent research and development in the foundations of social education. The chapter focuses on the wide variety of rationales developed, critiqued, and refined by mainstream social educators since 1976. In the final chapter, Jack L. Nelson and James P. Shaver discuss the status of and limitations inherent in social education, each author taking a different position regarding the future of research in social education. Throughout the reviews, implications for practice and further investigation are addressed. (LH)

ED 255 483 SP 025 853

Seiter, Margaret M.
Shaping the Body Politic: Legislative Training for the Physical Educator.
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).
PUB DATE- 84
NOTE- 161p.
AVAILABLE FROM- AAHPERD Publications, P. O. Box 44 Industrial Park Center, Waldorf, MD 20601 ($9.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Activism; *Advocacy; Change Strategies; Citizen Participation; Decision Making; Legislators; *Lobbying; *Physical Education; *Public Opinion; Public Relations; State Legislation

This guide for changing public opinion concerning physical education is divided into four sections: The first, "Setting the Stage" tells how the various governments are organized, and the processes which turn public opinion into public policy. Future trends in the federal, state, and local role in funding public education are discussed. An explanation is given of the structure and function of the state legislatures and their relationship to public education policy. "Getting Started" provides a model for mounting a comprehensive statewide legislative campaign. It suggests planning strategies and ways to involve people for successful political action. "Tools of the Trade" outlines techniques to educate voters and politicians. A case study is presented of a successful public relations effort in Iowa. "Research and Resources" offers questions and answers about physical education, research excerpts, and support statements to help sell physical education to political decision makers. The chairs of the fifty states' appropriation and education committees are listed, as well as the governors, and superintendents of health and physical education. (JD)

ED 255 578 TM 850 223

Higashiro, Fukue S.

Revamping State Monitoring Process: A Means of Program Improvement.

Hawaii State Dept. of Education, Honolulu. Special Needs Branch.

PUB DATE- Mar 85

NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Chicago, IL, March 31-April 4, 1985)

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Attitudes; *Classroom Observation Techniques; Compensatory Education; Elementary Education; Information Utilization; *Program Evaluation; *Program Improvement; *State School District Relationship; Teacher Attitudes; Teacher Student Relationship; Teaching Methods; Technical Assistance; Time on Task

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Hawaii State Department of Education

In 1981, when Chapter 1 replaced Elementary Secondary Education Act (ESEA) Title I and with the advent of the effective schools movement, the Hawaii state administrators of Chapter 1 made a long term commitment to program improvement, especially in the area of instruction and quality delivery of services to the target students. In this program improvement effort, program managers identified state education agency monitoring/technical assistance as one of the means to encourage systematic program improvement at the local level. The project was committed to develop: (1) a system for observing and analyzing teaching/learning behaviors for effectiveness; (2) a handbook containing a procedural guide for state monitoring/technical assistance, and (3) computerization of state education agency operations. This is a report on the system for monitoring classroom activities. It contains a summary and evaluation of project activities with recommendations for improvement. (Author/BW)

ED 255 605 UD 024 154

Koenigs, Sharon, Comp.; And Others
Sharing Successes Across Network Institutions: A Status Report 1983.
Mid-Continent Regional Educational Lab., Inc., St. Louis, MO.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 329p.; Prepared for the Urban Education Network. For the 1984 Status Report, see UD 024 155.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Activities; Bilingual Education; Computer Science; Cooperative Education; Curriculum Design; Discipline; *Educational Improvement; Elementary Secondary Education; Environmental Education; Evaluation; Gifted; Instructional Development; Language Arts; Mathematics Education; Nontraditional Education; Program Descriptions; Public Relations; Reading Instruction; School Business Relationship; School Desegregation; School Effectiveness; Science Education; Social Sciences; Special Education; Staff Development; Student Behavior; Testing; *Urban Education; Vocational Education; Writing Instruction

In this report by the Urban Education Network, educational programs in the Midwest seen as having the potential to ameliorate urban school problems are described. The programs are grouped into the following 11 sections, according to content: (1) alternative schools and programs/arts; (2) bilingual education/special education/student behavior and discipline; (3) computer technology (4) effective schools/school improvement/instructional management/curriculum design; (5) environmental education/science/social studies; (6) gifted and talented/vocational education; (7) institutional description/policy/desegregation/public relations; (8) reading/mathematics/writing/language arts; (9) research/evaluation/testing/dissemination; (10) staff development: teachers and administrators; (11) urban education/business partnerships. For each program the following information is provided: a brief description; staff size and composition; scope; number of individuals served; number of schools served; whether evaluation reports and/or descriptive materials are available; and an address for further information. There are two appendices: a list of programs by district and state and an index by topic area. (RDN)

ED 255 563 TM 850 206

Moore, JoAnne E.

Measuring and Increasing Time-On-Task: A Cost Effective Approach.

Detroit Public Schools, Mich.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Mar 85

NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

CONTRACT- 400-81-0037

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Achievement Gains; Classroom Observation Techniques; Compensatory Education; Elementary Education; *Elementary School Teachers; Feedback; *Inservice Teacher Education; Intervention; Mathematics Instruction; *Peer Evaluation; Program Evaluation; Reading Instruction; Teacher Evaluation; *Time on Task

IDENTIFIERS- *Detroit Public Schools MI; Elementary Secondary Education Act Title I; *Peer Teachers as Mirrors and Monitors Project; Project Follow Through

This paper describes Detroit's "Peer Teachers as Mirrors and Monitors" project, a cost effective approach to increasing student achievement in mathematics and reading in grades one through four in Title I schools. The program consists of: (1) an observation/feedback system giving teachers data from their students' engaged-in-learning rates; and (2) four training interventions to provide teachers with management techniques, instructional strategies, research findings, and observation opportunities. Classroom observation data, attendance records and California Achievement Test results were used to evaluate the first two years of program implementation. Data indicate both project schools significantly increased the percentage of time spent in interactive instruction. The project was also successful in developing classroom observation measures, modifying teacher behavior, and implementing new instructional strategies. While the project had a positive impact, it is difficult to attribute student achievement gains entirely to this project. Observation materials, descriptive statistics, and data analysis results are appended. (BS)

ED 255 591 UD 024 138

Rossell, Christine H., Ed.; Hawley, Willis D., Ed.
The Consequences of School Desegregation.
REPORT NO.- ISBN-0-87722-320-3
PUB DATE- 83
NOTE- 221p.
AVAILABLE FROM- Temple University Press, Broad and Oxford Streets, Philadelphia, PA 19122 ($36.35 including postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Black Students; Community Attitudes; *Desegregation Effects; *Desegregation Plans; Elementary Secondary Education; Hispanic Americans; Literature Reviews; Migration; *Minority Group Children; *Racial Relations; Research Needs; Research Problems; School Desegregation; *School Resegregation; Whites

Materials on a variety of subjects related to school desegregation are collected in this book. Chapter 1 discusses assumptions about the overall consequences of desegregation. Chapters 2 to 5 synthesize the findings of existing research on the consequences of school desegregation for children and communities. Finally, Chapter 6 describes weaknesses of past research, delineates important issues, and proposes some general strategies for improving desegregation research. The titles and authors of the chapters are: (1) "Introduction: Desegregation and Change" (Christine H. Rossell and Willis D. Hawley); (2) "Desegregation Plans, Racial Isolation, White Flight, and Community Response" (Christine H. Rossell); (3) "Desegregation, School Practices, and Student Race Relations" (Janet Ward Schofield and H. Andrew Sagar); (4) "Research on Minority Achievement in Desegregated Schools" (Rita E. Mahard and Robert L. Crain); "(5) "Resegregation: Segregation within Desegregated Schools" (Janet Eyler, Valerie J. Cook, and Leslie E. Ward); and (6) "Directions for Future Research" (Willis D. Hawley, Christine H. Rossell, and Robert L. Crain). (KH)

ED 255 425 SO 016 311

Lemoine, Julie; Farkas, Randi

Let's Talk about Peace, Let's Talk about Nuclear War. A Peace Curriculum by Teaching in a Nuclear Age.

Bananas, Inc., Oakland, Calif.
PUB DATE- 83
NOTE- 169p.; Partially funded by Parenting in the Nuclear Age.
AVAILABLE FROM- Bananas, 6501 Telegraph, Oakland, CA 94609 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anxiety; Conflict Resolution; Decision Making; *Disarmament; Elementary Education; Fear; Junior High Schools; Learning Activities; *Nuclear Warfare; *Peace; Problem Solving; Social Action; Social Change; *Social Studies; Units of Study; Violence; War
IDENTIFIERS- Nonviolence

These learning activities will help children in grades 1-8 learn about issues concerning nuclear war and disarmament and help them develop their own framework for decision making in the nuclear age. The introduction discusses curriculum objectives and the procedures for implementing the curriculum. A sample letter to parents and instruments for surveying students' and teachers' thoughts concerning nuclear issues are included. Seven units of study comprise the major portion of the guide. Unit I helps students express their thoughts and feelings concerning nuclear war. The second unit is designed to help children understand how individuals create and see enemies. The third unit helps children deal with feelings of anger, frustration, and fear. Unit IV points out the differences between a reality focused on solving conflict through violence and one made up of negotiating and nonviolent resistance. Unit V contains facts concerning nuclear war. The sixth unit gives examples of how different species live together harmoniously. The concluding chapter presents accounts of what people are doing to prevent nuclear war. A five-page bibliography of resource materials for parents, teachers, and students is provided. (RM)

ED 255 500 SP 025 956

Health: Grade One. Interim Guide.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0146-5
PUB DATE- 83
NOTE- 94p.; For related documents, see SP 025 954-964.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Dental Health; Elementary Education; Environmental Education; Foreign Countries; Grade 1; *Health Education; *Mental Health; *Nutrition; *Physical Health; *Safety; Socialization; Well Being
IDENTIFIERS- Manitoba

This health education guide for grade one is divided into six sections. A statement of the sub-goal for each section prefaces an outline for achieving that goal: (1) social-emotional well-being: to enhance self-awareness and increase skills that promote personal development and successful relationships; (2) physical well-being: to increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being; (3) nutrition: to develop proficiency in making food choices that maintain and promote well-being; (4) dental health: to develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being; (5) safety: to practice safety and survival procedures that promote individual and community well-being; and (6) environmental health: to understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources. The outline of each section includes objectives for students with a variety of activities from which to choose, and suggestions for the teacher. (JD)

ED 255 516 SP 025 989

Pavan, Barbara Nelson
Clinical Supervision: Research in Schools Utilizing Comparative Measures.
PUB DATE- Apr 85
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, March 31-April 4, 1984, Chicago, IL.)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (C70)
DESCRIPTORS- *Comparative Analysis; Educational Research; Elementary Secondary Education; Inservice Teacher Education; Program Effectiveness; *Research Needs, Research Problems; *Research Projects; *Supervisory Methods; Teacher Attitudes; *Teacher Supervision
IDENTIFIERS- *Clinical Supervision

An extensive search of the literature on clinical supervision yielded 29 research studies and 3 works in progress. Studies using comparative measures conducted in K-12 school settings with inservice not preservice personnel were selected. These were grouped into four areas: attitudes toward supervision, effects of training, characteristics of school personnel, and student achievement. While many of the studies reported findings that tended to favor clinical supervision over other supervision practices, these findings were generally not statistically significant. The discussion presented issues involving difficulties in findings references and obtaining copies of research studies, the limited scope and methodological problems in the studies, and the design problems inherent in field-based studies. (Author)

ED 255 533 TM 840 786

Wright, Claudia
Stereotyping: "Teacher" and "Good Teacher" Characteristics.
PUB DATE- 5 Oct 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; Negative Attitudes; *Secondary School Teachers; *Student Attitudes; Teacher Characteristics; *Teacher Stereotypes; Teacher Student Relationship
IDENTIFIERS- Utah (Salt Lake City)

This study of teacher characteristics investigated: (1) whether students construct a stereotype from the term "teacher" (a nonmodified concept); (2) the differences between this and a stereotype for "good teacher" (a modified concept); and (3) stereotype characteristics in the students' vocabulary. Three hundred high school students from five Salt Lake City high schools were asked first to list in five minutes all the one-word characteristics of a "teacher" they could think of. The procedure was then repeated for a "good teacher." The 35 most frequent characteristics were rank ordered for both terms. Results indicated totally negative stereotypes for the concept "teacher." Seventy-five percent of the students identified teachers as mean. Other terms were boring, unemotional, cold, humorless, and uncaring. The "good teacher" concept produced a strong positive stereotype with terms such as nice, warm, friendly, caring, and interesting. Teachers should be aware of these stereotypes when entering the classroom. "Good" teacher listings could be used for emphasis in teacher training and inservice teacher education. (BS)

ED 255 548 TM 850 166

Jung, Steven M.; And Others
Evaluation's Contribution to the Success of a Silicon Valley School/Industry Partnership: The Peninsula Academies Evaluation.
PUB DATE- 13 Oct 84
NOTE- 15p.; Paper presented at the Joint Annual Meeting of the Evaluation Network and Evaluation Research Society (San Francisco, CA, October 10-13, 1984). Small print in Figure 1 and Attachment 2.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Programs; Educationally Disadvantaged; Evaluation Utilization; Field Instruction; High Risk Students; High Schools; Minority Groups; *Program Evaluation; Programs; *School Business Relationship; *Work Experience
IDENTIFIERS- *Evaluation Research; Peninsula Academies

In an effort to encourage the participation of educationally disadvantaged youth in the Silicon Valley's high technology employment boom, the Peninsula Academies program was established utilizing a triad-partnership arrangement among the Sequoia Union High School District, high technology employers in the area, and the Stanford Mid-Peninsula Urban Coalition (SMPUC). This paper examines the impact of the evaluation process on the success of the program, emphasizing major factors that contributed to its success: (1) the evaluation was adequately and independently funded; (2) it was designed to be useful; (3) the evaluators monitored the program closely, including full participation at all levels; (4) evaluation results were thoroughly communicated to all participants; and (5) the evaluation was technically sound. An evaluation, it is concluded, needs to be participatory and committed, working with program management over the entire life of a program from conception to replication in order to have an impact on the program's success. (EGS)

ED 255 620 UD 024 187

Ayers, Maria; Clark, M. L.
Reciprocity and Junior High School Friendships.
PUB DATE- Mar 85
NOTE- 26p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Atlanta, GA, March 1985). For related document, see UD 024 200.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Black Students; *Friendship; Interpersonal Communication; Interpersonal Relationship; Junior High Schools; *Proximity; *Racial Differences; *Sex Differences; Sociometric Techniques; Whites
IDENTIFIERS- *Reciprocity; *Similarity Ratings

Data collected from 136 7th and 8th graders were analyzed to assess the relationship between reciprocity (mutual and non-mutual selection of friends), friendship similarity (in the areas of sex, race, physical attractiveness, interpersonal attitudes, intelligence, and friendship satisfaction and commitment) and friendship proximity both in and out of school. On the basis of these data, subjects were then classified into dyads based on three variables: reciprocity, sex, and race. Friendships were classified as either reciprocated or non-reciprocated. Further analysis yielded the following major findings: Reciprocated adolescents were perceived as more attractive, had higher social status, and were more committed to their best friend than non-reciprocated adolescents. More black than white students were in the non-reciprocated group. White students had more in-school contact and black students more out-of-school contact with their friends. Reciprocal dyads were more similar than non-reciprocal dyads on one status variable, and in friendship satisfaction and commitment. Female dyads were more similar than male dyads in intelligence and personality. The reciprocal dyads consisted of more same-sex and female friends. Future research needs to focus on sex and racial differences in friendship selection and maintenance during early adolescence. (Author/RDN)

ED 255 410 SO 016 286

Cortese, Anthony J.
The Sociology of Moral Judgment: Social and Ethnic Factors.
PUB DATE- Aug 84
NOTE- 25p.; Paper presented at the Annual Meeting of the American Sociological Association (79th, San Antonio, TX, August 27-31, 1984). For related document, see SO 016 285.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Structures; *Cultural Influences; *Developmental Stages; *Ethnicity; *Moral Development; Philosophy; *Social Influences; Social Science Research; Social Theories; Sociology
IDENTIFIERS- *Kohlberg (Lawrence); *Piaget (Jean)

Social and ethnic differences in moral judgment are examined, and a critique of the cognitive-developmental model is presented in this paper. In opposition to Piaget and Kohlberg, the thesis advanced is that morality and moral development are culturally and socially determined constructs. While Piaget postulated the presence of qualitatively distinct stages of moral development to be found in all societies, the position presented in this paper is that the number of stages, the content of the stages, and the order of the stages vary across cultures. While Kohlberg asserts that morality is located in the psychological structures of th individual, this paper argues that moral reasoning and behavior is largely determined by such social factors as role demands, class interest, national policies, and ethnic antagonisms. Moreover, it is not possible to be moral in an immoral social role irrespective of childhood socialization, psychological predispositions, or commitment to abstract principles. (Author/IS)

ED 255 440 SO 016 356

Hewett, Marie
A Guide to the Study of the Gilded Age.
Strong Museum, Rochester, NY.
PUB DATE- 80
NOTE- 46p.; For related document, see SO 016 343 and SO 016 355. Some photographs may not reproduce clearly.
AVAILABLE FROM- Strong Museum, One Manhattan Square, Rochester, NY 14607 ($3.00, plus shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Studies; Exhibits; *Family Life; *History Instruction; Industrialization; Learning Activities; Life Style; *Local History; Museums; *Primary Sources; *Realia; Resource Materials; Secondary Education; *Social History; Social Studies
IDENTIFIERS- *Nineteenth Century

Designed to be used by secondary school students, this booklet makes use of Rochester (New York) related materials to teach about the popular taste of middle-class Americans living in the northeastern region of the United States in the latter part of the 19th century during the period known as the "gilded age." This was the period when the impact of the Industrial Revolution became most evident in the economy, resulting in a higher standard of living, and increases in leisure time and in the sale and distribution of goods. Separate sections are devoted to 19th century architecture, shopping in the "gilded age," recreation, concern for the environment, a letter written by Susan B. Anthony, working conditions, and social events. Each primary source is accompanied by questions to guide the student's study. In addition to providing supplemental activities, this booklet can serve as a model for which teachers can develop or pattern additional experiences using primary and secondary local history sources. (LH)

ED 255 455 SO 016 374

Urban Australia. Course HP02b: Part Time BA Degree Programme.
Griffith Univ., Brisbane (Australia). School of Humanities.
PUB DATE- 29 Mar 84
NOTE- 81p.; For related courses, see SO 016 371-385. Although readings designed to supplement the course are not included, complete bibliographic information is provided.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Course Content; Course Descriptions; External Degree Programs; Foreign Countries; Higher Education; Independent Study; Legends; Mythology; Nationalism; Nontraditional Education; Rural Urban Differences; Social Sciences; Statistics; *Urban Studies
IDENTIFIERS- *Australia

This course, one of 16 sequential courses comprising phase one of a part-time Bachelor of Arts degree program in Australian Studies, contrasts the literary image of an Australian rural national character with the evidence of a predominantly urban character for postwar Australia. It is designed for independent study combined with tutorial sessions. Chapter 1 is an introduction to the course and its study objective. Chapter 2, "Social Science Criticisms of the Bush Legend: Types of Evidence and Argument," covers legend and the reality of increasing urbanization. Chapter 3, "Cities and Suburbs in Australia," deals with the images of urban and suburban life and suburban inequalities. Chapter 4, "Using Empirical Evidence," introduces the use of statistics, while Chapter 5, "Urban and Social Structure of Brisbane 1976," uses Brisbane as a case study of the issues discussed earlier. The two tutorial sessions for this course deal with the substantive issues raised in the course and with improving written communication. Also included are lists of required readings, additional readings, a bibliography, and self-assessment questions. (IS)

ED 255 484 SP 025 876

Overseas Teachers Act of 1984. Hearing before the Subcommittee on Compensation and Employee Benefits of the Committee on Post Office and Civil Service, House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 6175, a Bill to Amend the Defense Department Overseas Teachers Pay and Personnel Practices Act.

Congress of the U.S., Washington, D.C. Senate Committee on Post Office and Civil Service.

PUB DATE- 26 Sep 84

NOTE- 59p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Career Ladders; Educational Quality; Elementary Secondary Education; *Federal Legislation; Government Role; Hearings; *Military Organizations; *Overseas Employment; *Program Effectiveness; Resource Allocation; *Teacher Morale; Teacher Recruitment; Teachers; Teacher Salaries; *Teaching Conditions; Unions

IDENTIFIERS- Congress 98th; *Dependents Schools

Testimony on the bill to amend the Defense Department Overseas Teachers Pay and Personnel Practices Act (1984) is presented. Statements are recorded from: (1) Representative Mary Rose Oakar (Ohio); (2) Keith Geiger, vice president, National Education Association; (3) William L. Smith, Director, Administrative Resource Management Services, U.S. Department of Education; (4) Dr. Beth Stephens, Director, Department of Defense Schools, U.S. Department of Defense; (5) Greg Humphrey, director of legislation, American Federation of Teachers; (6) Bruce Thale, president, Panama Federation of Teachers, American Federation of Teachers; (7) Robert W. McGuirin, president, Overseas Federation of Teachers, American Federation of Teachers; (8) Carolyn Becraft, director, National Information Center on Women and the Military, Women's Equity Action League; and (9) Jack Rollins, president, Overseas Education Association, National Education Association. A communication is included from Carolyn Becraft, director, Women and the Military Project, Women's Equity Action League. (JD)

ED 255 579 TM 850 226

Chatman, Steven P.
The Relationship between Response Pattern Aberrance and Course Performance in Math Placement.
PUB DATE- Mar 85
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). This paper is based, in part, on a doctoral dissertation, Texas A & M University, 1984.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; College Freshmen; Higher Education; *Mathematics Achievement; *Predictive Validity; Regression (Statistics); *Responses; *Student Placement; Test Results
IDENTIFIERS- *Extended Caution Index

University-level mathematics placement examinations might yield summary measures that are differentially accurate due to individual differences in the recall of previously-learned material. In particular, test scores in algebra and trigonometry may be subject to sporadic recall of solution procedures, resulting in aberrant response patterns. The potential of the individually-oriented standardized extended caution index (ECI) for contributing to prediction of future mathematics achievement was explored in two studies. The first study was designed to explore the predictive usefulness of the ECI as derived from pre-enrollment algebra and trigonometry exams. Specifically, analyses were designed to determine the ability of ECI to improve the prediction of performance in subsequent college-level mathematics courses. The results provided some evidence that supported the hypothesis of the sporadic recall, but only for trigonometry solution procedures and only for precalculus students. Therefore, a replication of the first study was undertaken to determine whether the marginally significant results were spurious. The results of Experiment 2 did not support the hypothesis of sporadic recall. Based on these two studies, there would appear to be no reason to routinely consider an incoming university student's placement test aberrance, as measured by the ECI, when determining a course placement. (BW)

ED 255 501 SP 025 957

Health: Grade Two. Interim Guide.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0147-3
PUB DATE- 83
NOTE- 92p.; For related documents, see SP 025 954-964.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Dental Health; Elementary Education; Environmental Education; Foreign Countries; Grade 2; *Health Education; Life Style; *Mental Health; *Nutrition; *Physical Health; *Safety; Socialization; Well Being
IDENTIFIERS- Manitoba

This health education guide for grade two is divided into six sections. A statement of the sub-goal for each section prefaces an outline for achieving that goal: (1) social-emotional well-being: to enhance self-awareness and increase skills that promote personal development and successful relationships; (2) physical well-being: to increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being; (3) nutrition: to develop proficiency in making food choices that maintain and promote well-being; (4) dental health: to develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being; (5) safety: to practice safety and survival procedures that promote individual and community well-being; and (6) environmental health: to understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources. The outline of each section includes objectives for students with a variety of activities from which to choose, and suggestions for the teacher. (JD)

ED 255 549 TM 850 181

Southern, Stephen; Domzalski, Suzanne
Developing Intuition: The Key to Creative Futures Research.
PUB DATE- Apr 84
NOTE- 105p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cerebral Dominance; Cognitive Processes; *Creative Thinking; Creativity; *Experimenter Characteristics; *Futures (of Society); *Intuition; Models; Problem Solving; Researchers; *Research Methodology; Research Needs

Futures research involves speculation about alternative developments based upon existing data and potential choices. Effective futures research requires creativity in scientific practice rather than an overemphasis on reason. In discussing the important role of intuition in futures research, characteristics of creative scientists are reviewed and two models for creative processes are presented (Mansfield and Busse, 1981, and Wallas, 1926). The stages in Wallas' model are discussed in terms of critical cognitive processes and relationships between creativity and hemispheric dominance in information processing. A generic framework for problem-solving is also detailed (D'Zurilla and Goldfried, 1971). Integrating contributions from these approaches, techniques for developing intuition, and enhancing creativity are presented for each stage of the futures research process: (1) general orientation; (2) problem selection; (3) problem definition and formulation; (4) preparation and effort; (5) incubation and generation of hypotheses; (6) illumination; (7) decision-making; and (8) verification. Both active problem-exploration and passive self-exploration approaches to overcoming habitual reasoning methods are presented. Journal writing, attaining personal/professional synergy, applying general systems theory, relaxing or mediating, using art, analogizing, self-centering, and brainstorming, are some of the many techniques discussed to develop intuition and enhance creativity. In the final analysis the rational, systematic procedures of conventional science and the intuitive, "discontinuous," contributions of highly creative researchers complement each other. (BS)

ED 255 564 TM 850 207

Schneider, Wolfgang; And Others
Metamemory and Motivation: A Comparison of Strategy Use and Performance in German and American Children.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.; Volkswagen Foundation, Hanover (West Germany).
PUB DATE- Mar 85
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Chicago, IL, March 31-April 4, 1985).
GRANT- NIH-HD17648
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attribution Theory; Cognitive Style; Cross Cultural Studies; Cultural Influences; Foreign Countries; Grade 4; *Intelligence; Intermediate Grades; Learning Strategies; *Metacognition; Pictorial Stimuli; Predictor Variables; *Recall (Psychology); *Self Concept; *Student Motivation; Transfer of Training
IDENTIFIERS- Causal Models; *West Germany

The interrelationships among metamemory, intelligence, attributional beliefs, self-concept, and strategy use were observed in German and American children. Ninety-one American and 102 German fourth graders participated. After pretest assessment, children in the experimental conditions were trained to use a cluster rehearsal strategy on a Sort Recall task. Posttraining assessment included strategy maintenance and near-transfer tasks, and task-related metamemorial knowledge. The two samples differed in significant ways on metamemorial, attributional, strategic, and performance variables. Latent Variable Partial Least Squares (LVPLS) modeling procedures showed that different causal models were required to explain relationships among the cognitive and personality/motivational variables in the two samples. (A 39-item reference list is included.) (Author)

ED 255 592 UD 024 139

Rogers, Robert D.; And Others
Black History Month: A Reflection and Recognition of the African American Family. Revised.
New York State Education Dept., Albany. Div. of Civil Rights and Intercultural Relations.
PUB DATE- Jan 85
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Black Achievement; *Black History; Black Influences; *Black Leadership; *Class Activities; Curriculum Development; Elementary Secondary Education; Instructional Materials; Learning Activities; Resource Materials

Materials for celebrating Black History Month (February, 1985) in elementary and secondary schools are included in this handbook. A chronology of notable African Americans is presented and then followed by seven sections of curriculum materials on blacks in these areas: general achievements; business; religion; politics; music; math and science; and education. Each section consists of an overview (to be used as a handout or for in-class reading); a statement of the objectives for each unit of instruction, with suggestions for tests, quizzes, and information bees as ways to assess and reinforce student learning; a list of important facts; and suggestions for instructional activities that can be assigned to students across subject areas. Supplemental resources are also provided, including lists of places to visit, resources such as libraries and organizations, and magazines, periodicals, and newspapers. (KH)

ED 255 606 UD 024 155

Koenigs, Sharon, Comp.; And Others
Sharing Successes across Network Institutions: A Status Report 1984.
Mid-Continent Regional Educational Lab., Inc., St. Louis, MO.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 347p.; Prepared for the Urban Education Network. For the 1983 Status Report, see UD 024 154.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Activities; Bilingual Education; Computer Science; Cooperative Education; Curriculum Design; Discipline; *Educational Improvement; Elementary Secondary Education; Environmental Education; Evaluation; Gifted; Instructional Development; Language Arts; Mathematics Education; Nontraditional Education; Program Descriptions; Public Relations; Reading Instruction; School Business Relationship; School Effectiveness; Science Education; Social Sciences; Special Education; Staff Development; Student Behavior; *Urban Education; Vocational Education; Writing Instruction

This report by the Urban Education Network describes educational programs in the Midwest having the potential to ameliorate urban school problems. The programs are grouped into the following 11 sections, according to content: (1) alternative schools and programs/arts; (2) bilingual education/special education/student behavior and discipline; (3) computer technology; (4) effective schools/school improvement/instructional management/curriculum design; (5) environmental education/science/social studies; (6) gifted and talented/vocational education; (7) institutional description/policy/desegregation/public relations; (8) reading/mathematics/writing/language arts; (9) research/evaluation/testing/dissemination; (10) staff development: teachers and administrators; (11) urban education/business partnerships. For each program the following information is provided: a brief description; staff size and composition; scope; number of individuals served; number of schools served; whether evaluation reports and/or descriptive materials are available; and an address for further information. There are two appendices: a list of programs by district and state and an index by topic area. (RDN)

ED 255 411 SO 016 289

Brown, Lester R.; And Others
State of the World, 1985: A Worldwatch Institute Report on Progress
toward a Sustainable Society.
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-393-30218-0
PUB DATE- 85
NOTE- 316p.; For 1984 edition, see ED 241 408.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Ave., N.W., Washington, DC 20036 ($18.95, cloth; $8.95, paper).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- Alternative Energy Sources; Conservation (Environment); Depleted Resources; Developed Nations; Developing Nations; Economics; Fisheries; Food; Forestry; Fuel Consumption; *Futures (of Society); Global Approach; Hunger; International Cooperation; Natural Resources; Policy Formation; Resource Allocation; Soil Conservation; *World Affairs; *World Problems

The second of a series of annual reports designed to provide a global assessment of progress toward a sustainable society, this publication monitors changes in the global resource base (land, water, energy, and biological support systems. focusing particularly on how these changes affect the economy. Included in the report are news on innovative or particularly successful technical developments; a look at global economic conditions that policy makers often overlook; a review of national policies and programs, including progress toward specific national goals; and a survey of major financial commitments by governments and international development agencies. Following an overview, content is divided into 10 chapters: "A False Sense of Security" (Lester R. Brown), "Reducing Hunger" (Lester R. Brown), "Managing Freshwater Supplies" (Sandra Postel), "Maintaining World Fisheries" (Lester R. Brown), "Protecting Forests from Air Pollution and Acid Rain" (Sandra Postel), "Conserving Biological Diversity" (Edward C. Wolf), "Increasing Energy Efficiency" (William U. Chandler), "Harnessing Renewable Energy (Christopher Flavin and Cynthia Pollock), "Stopping Population Growth" (Lester R. Brown), and "Getting Back on the Track" (Lester R. Brown and Edward C. Wolf). A list of tables and figures, extensive endnotes, and an index are included. (LH)

ED 255 426 SO 016 313

Maddocks, Wade H.; Smith, Lyle R.

The Effects of Student IQ and Programmed Instruction Frame Length on Social Studies Achievement.

PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Research; High Schools; History Instruction; Instructional Improvement; *Intelligence Quotient; *Programed Instruction; *Social Studies; Teaching Methods

A total of 135 high school students were tested to determine the relationship between IQ scores, frame length, and comprehension of material presented in a programmed instruction format. The students were divided into three groups according to IQ scores; students in each group were randomly assigned to receive a programmed lesson that had long, moderately long, or short instructional frames. Other than the length of the frames, the three lessons were identical. Immediately after the lessons were completed, the students were tested for comprehension of the material, which dealt with President Wilson's attempts to establish peace after World War I. Results indicated that certain students, e.g., those with low IQ scores, may benefit from programmed instruction, particularly if the frame lengths are relatively short. (Author/IS)

ED 255 470 SP 025 705

Meehan, Merrill L.
Research Within Reach: Resources for School Improvement. Final
Report.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Nov 82
NOTE- 188p.; For related documents, see ED 225 842 and ED 225 180.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Change Strategies; Delivery Systems; *Information
Dissemination; *Program Development; *Program Evaluation; Regional
Planning; Research Utilization; Staff Development; *Workshops

A detailed report is given on the mechanics involved in conducting a successful bi-regional workshop for educators. The theme of the workshop was designed around two Research Within Reach (RWR) documents dealing with oral/written communications and secondary mathematics; however, papers and discussion generated by the workshop are not included in this report. An overview is presented of the objectives of the workshop, followed by step-by-step descriptions of the planning, implementation, and evaluation of the workshop. The appendices include: (1) sample letter to workshop presenter/consultant; (2) memo to Educational Services Office (ESO) state contact persons; (3) pre-workshop letter and enclosures sent to participants; (4) participant's workshop packet; (5) dissemination plan handouts; (6) post-workshop letter to participants; (7) participants' final dissemination plans; and (8) workshop evaluation form. (JD)

ED 255 517 SP 025 990

Shapiro, Phyllis; And Others
Supervision--A New Approach to In-Service Teacher Education.
PUB DATE- 79
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Formative Evaluation; *Inservice Teacher Education; Teacher Evaluation; *Teacher Participation; *Teacher Supervision

On the assumption that the fundamental purpose of teacher supervision is the improvement of the teaching/learning process, supervision is viewed as a tool which can improve instruction if it is based on cooperative mechanisms involving all of the interested parties. From a background of both empirical work and conceptual analysis, a framework is presented for a multi-step process for teacher superision, a process which includes an experimental observation instrument based on Festinger's theory of cognitive dissonance. Each phase of the program is discussed with particular stress on the active role of the teacher in the inservice process. (Six references are listed.) (Author)

ED 255 534 TM 840 787

Kurfiss, Joanne

Conceptual Difficulties in Teachers' Mastery of Inductive Teaching Methods.

PUB DATE- Oct 84

NOTE- 14p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Behavioral Objectives; *Cognitive Development; Cognitive Processes; *Concept Teaching; Elementary Secondary Education; Higher Education; *Induction; Instructional Design; *Lesson Plans; *Teacher Education; *Teacher Effectiveness; Teaching Methods

IDENTIFIERS- *Higher Order Learning; *Piagetian Theory

Drawing on the exam responses from a graduate teacher education course, this paper analyzes four general difficulties teachers have in implementing inductive teaching methods. Based on Piaget's model of how children learn, inductive teaching is an instructional methodology that begins with concrete instances of a concept, and encourages learners to observe patterns, raise questions, or make generalizations from observations. While teachers in the course appeared to grasp and use the basic learning cycle lesson planning methods for inductive teaching, their exams revealed the following difficulties: (1) failure to clarify lesson objectives; (2) over-emphasis on activities; (3) blurring conceptually distinct phases of the learning cycle, or omitting a phase; and (4) inadequate planning for evaluation, particularly of high level cognitive or affective outcomes of a lesson. Teacher education must require extensive practice, feedback, and coaching so that teachers can assimilate unfamiliar practices into their teaching behaviors. (BS)

ED 255 621 UD 024 193

Craig, William J.; Pederson, Shane
Minnesota Citizen Attitudes towards Public Education.
Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.
SPONS. AGENCY- Minnesota Univ., Minneapolis. Coll. of Education.
REPORT NO.- CURA-85-2
PUB DATE- 85
NOTE- 37p.; For a related document, see UD 024 185. Product of the Project on the Future of K-12 Public Education in Minnesota.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Attitudes; *Educational Quality; Educational Vouchers; Elementary Secondary Education; Geographic Distribution; *Public Education; *Public Opinion; Questionnaires; Sampling; School Districts; *State Aid; State Government; *Teacher Employment; Teacher Salaries; Tenure
IDENTIFIERS- *Minnesota

Public opinion about public education in Minnesota was investigated through a survey of a representative sample of adults. The questions asked dealt broadly with the following areas: educational quality; teacher employment conditions; State financial support; State educational guidelines; and educational vouchers. Major findings, for the sample as a whole and for various subgroups were as follows: Of the total sample, 79% rated the schools as good or excellent; 69% felt that the schools were as good as or better than they were 10 years ago; and no subgroup fell below majority support for the schools, though support was lower among central city respondents and those with children in private schools. Two subgroups felt that quality was worse than it was 10 years ago--parents with children in private schools and residents of Minneapolis; however, there was general satisfaction with the way the system is run. Only three questions asking about possible changes received endorsement from more than 55% of respondents: (1) 83% favored modifying teacher tenure to make it easier to replace teachers doing unsatisfactory work. No subgroup fell below majority endorsement. (2) 82% would provide more State aid to poorer school districts. No subgroup fell below majority endorsement; and (3) 76% would require that all public schools teach similar classes and use similar materials. Only those with a graduate education fell below majority endorsement. (CMG)

ED 255 441 SO 016 360

The Alabama Court System Teacher Workshop (Mobile, AL, July 30-August 3, 1984).

Alabama Administrative Office of Courts, Montgomery.

PUB DATE- Aug 84
NOTE- 19p.; For related documents, see SO 016 361-370. Workshop also sponsored by the University of South Alabama, Department of Youth and Adult Education.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; Courts; *Inservice Teacher Education; *Legal Education; Postsecondary Education; Teacher Education; *Teacher Workshops
IDENTIFIERS- *Agendas; *Law Related Education

This handbook briefly describes an Alabama teacher workshop designed to provide teachers with tools for a law-related instructional program. Following an introduction, a course outline and agenda are provided for those interested in developing similar workshops in other states. Objectives of the workshop were to (1) promote community and school educational programs that focus on the state's justice system, (2) study aspects of the criminal justice system that directly relate to lessons for classroom use, (3) examine a wide range of instructional modes and curriculum materials available for teaching law-related education, (4) offer the opportunity to participate in field experiences involving the actual operation of the courts, (5) learn how to use law personnel such as judges, lawyers, and other court officials as classroom resource persons, and (6) help in the planning and development of future courses of study in law-related topics for local schools. (LH)

ED 255 456 SO 016 375

Community and Control. Course HP03a: Part Time BA Degree Programme.
Griffith Univ., Brisbane (Australia). School of Humanities.
PUB DATE- 14 May 84
NOTE- 100p.; For related courses, see SO 016 371-385. Although readings designed to supplement the course are not included, complete bibliographic information is provided.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Community Study; *Course Content; Course Descriptions; External Degree Programs; Foreign Countries; Higher Education; Independent Study; Nontraditional Education; *Social Control; Social Networks; Social Theories; *Sociology; Suburban Environment
IDENTIFIERS- *Australia

This course, one of 16 sequential courses comprising phase one of a part-time Bachelor of Arts degree program in Australian Studies, surveys different forms of community, ranging from closely knit, cohesive groups to institutionalized groups, their characteristic forms of social control, and their methods of social organization. The concept of social role is used to understand community and social control. The course is designed for independent study combined with tutorial sessions. Chapter 1 is an introduction to the course and its study objectives. Chapter 2, "Concepts of Community," deals with the variety of communities that exist. Chapter 3, "Social Networks and Community in Australian Suburbia," uses a study of the Adelaide suburbs as an example. Chapter 4, "Asylums: Bureaucratic Control and Moral Order," deals with total institutions, while Chapter 6, "Community and Control: Summary" recaps the course. Materials for three tutorial sessions dealing with kinship networks, Erving Goffman's "Asylums" (1968) and a mock examination are included, as well as lists of required readings, additional readings, a bibliography, and self-assessment questions. (IS)

ED 255 485 SP 025 887

Problem Solving Teams in California: Appropriate Responses by School
Site Staff to Students Who Are Difficult to Teach and Manage.
California Univ., Santa Barbara. Graduate School of Education.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- Sep 84
NOTE- 203p.
GRANT- 42-3651-1042-82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Discipline Problems; Elementary Secondary Education; *Handicap Identification; Inservice Teacher Education; Needs Assessment; *Problem Solving; *Program Development; Referral; Special Education; *Student Placement; Teacher Participation; *Teamwork
IDENTIFIERS- *Problem Solving Teams

The Problem Solving Team (PST) is a school-based group that provides consultation and follow-up assistance to insure proper placement of students in school site programs and to help decrease the number of inappropriate referrals to special education and other programs. A PST Project identified and analyzed the characteristics of successful PSTs in order to develop and field validate a package of training materials to be used in developing, or further enhancing, problem solving team groups and procedures. The project's three phases were: (1) development and pilot examination of survey instruments, surveys of selected districts and local school sites, and analysis of results to determine selection criteria for case studies of successful PSTs; (2) in-depth surveys of teachers' attitudes and intensive interviews with principals at the selected school sites; and (3) validation processes for training (or retraining) procedures which could be used to establish successful PSTs. Appendices include the instruments used in the study and a copy of the School Site Staff Self-Training Guide which was developed by the Project. (JD)

ED 255 580 TM 850 227

Haladyna, Thomas M.; Downing, Steven M.

A Quantitative Review of Research on Multiple-Choice Item Writing.

SPONS. AGENCY- American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
PUB DATE- Apr 85
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Item Analysis; *Multiple Choice Tests; Research Reports; *Test Construction; *Test Items; Test Reliability; Test Validity; Textbooks
IDENTIFIERS- Distractors (Tests); *Quantitative Research

In this paper 45 item-writing rules for multiple-choice tests presented in textbooks on educational measurement in a previous study are identified. The current study presents a quantitative review of the literature with respect to the empirical and theoretical evaluation of these principles of item-writing. Fifty-six studies that addressed at least one of the 45 item-writing rules were identified. Twenty-one of the rules have been studied empirically; 24 item-writing rules have no empirical basis. The optimal number of options was the most frequently studied rule, with 18 studies cited. The major generalization from these studies is that three options maximize test reliability and efficiency. Type-k items were evaluated in eight studies. Results suggest that compared to single-answer multiple choice items, type-k items are more difficult, provide clues to some examinees, and decrease test reliability and efficiency. Eight other studies suggest some empirical basis for keeping the length of the keyed option about the same as other options. This review suggests that the majority of the common principles of multiple-choice item writing are not empirically based. (Author/DWH)

ED 255 593 UD 024 141

Lipsitz, Joan
A Statistical Portrait of American Adolescents.
North Carolina Univ., Chapel Hill. Center for Early Adolescence.
PUB DATE- 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Journal Articles (080)
DESCRIPTORS- *Adolescents; Cohort Analysis; Demography; *Drug Abuse; *Educational Attainment; High Schools; *Mental Health; Population Trends; Racial Differences; Sex Differences; *Sexuality; Sociocultural Patterns; *Youth Employment

The American adolescent of the 1980s presents a mixed picture of social and economic trends. Census data on schooling, for example, reveal that the number of 17-year-olds who graduate from high school has remained relatively stable in the last 20 years. On the other hand, the dropout rate persists at the same high level, and racial differences are visible within the dropout rate in many States. Recent youth employment is also mixed: teenage employment figures in general are up over 1960, but they have decreased for black males. Adolescent sexual activity has increased, but adolescent childbirth statistics are declining. Drug abuse seems to be down, yet the numbers are very slippery, as are those regarding mental health. Findings in that area, however, do show that 20% of all people treated for depression are under 18, and that the adolescent suicide rate has doubled between 1960 and 1975 (for all but black females). With the exception of suicide, the statistics taken all together show a decrease in antisocial and personally destructive behavior. Yet there is no cause for complacency: aggregate data mask serious distress in subgroups of the population. (KH)

ED 255 471 SP 025 717

Gangstead, Sandy K.
A Comparison of Three Methodological Approaches to Skill Specific Analytical Training.
PUB DATE- 4 Oct 84
NOTE- 27p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Evaluation Methods; Higher Education; *Observation; *Physical Education; Physical Education Teachers; Preservice Teacher Education; *Psychomotor Skills; *Skill Analysis; *Training Methods
IDENTIFIERS- Throwing

The effectiveness of three basic approaches to sport skills analysis instruction were examined. Ninety-two physical education majors were allocated to four groups and randomly assigned to one of four instructional frameworks: Observational Model (OM), Common Errors (CE), Correct Only (CO), and Control (C). It was hypothesized that the OM group would perform better than the CE, CO, and Control groups on the two analytical tasks of interest: visual retention of overarm throw performance, and knowledge of correct overarm throw technique. It was also anticipated that the CE and CO subjects would perform better on analytical tasks than the control subjects as the result of training. The OM group performance exceeded all other groups on the perceptual task as hypothesized. A majority of the test item response inaccuracies on the part of both the CE and CO subjects were due to a failure to see movement phenomenon that actually occurred in the performances. Following a description of the procedures of the study, these results are analyzed. Copies of the instruments used in the study are appended. (JD)

ED 255 502 SP 025 958

Health: Grade Three. Interim Guide.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0148-1
PUB DATE- 83
NOTE- 78p.; For related documents, see SP 025 954-964.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Dental Health; Disease Control; Elementary Education; Environmental Education; Foreign Countries; Grade 3; *Health Education; Life Style; *Mental Health; *Nutrition; *Physical Health; *Safety; Socialization; Well Being
IDENTIFIERS- Manitoba

This health education guide for grade three is divided into six sections. A statement of the sub-goal for each section prefaces an outline for achieving that goal: (1) social-emotional well-being: to enhance self-awareness and increase skills that promote personal development and successful relationships; (2) physical well-being: to increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being; (3) nutrition: to develop proficiency in making food choices that maintain and promote well-being; (4) dental health: to develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being; (5) safety: to practice safety and survival procedures that promote individual and community well-being; and (6) environmental health: to understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources. The outline of each section includes objectives for students with a variety of activities from which to choose, and suggestions for the teacher. (JD)

ED 255 518 SP 025 991

Gooding, C. Thomas; And Others

Supportive Intervention as a Vehicle for Faculty Development.

PUB DATE- Feb 85
NOTE- 11p.; Paper presented at the Annual Convention of the Eastern Educational Research Association (Virginia Beach, VA, February, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Conceptual Tempo; Elementary Secondary Education; Inservice Teacher Education; Interaction Process Analysis; *Questioning Techniques; *Reaction Time
IDENTIFIERS- Wait Time

It has been demonstrated that effective use of "wait time" (up to three seconds) in teacher-student interchanges can result in spontaneous improvement in both cognitive and affective variables in the classroom. These changes are enhanced if information concerning wait time durations is supplemented by supportive interventions from persons who have studied tape recordings of teachers' interactions in the classroom. A 4-week study was conducted in which 10 teachers participated in workshops and evaluations of teacher behavior. Results are given in the following areas: (1) wait time; (2) percent of talk by students; (3) percent of higher level questions; (4) length of contributions by students; and (5) Piagetian operational level. Monitoring wait times using an electronic device accompanied by skilled analyses of tape recordings and supportive intervention provide an avenue to the improvement of teaching skills. A 12-item reference list concludes the document. (JD)

ED 255 565 TM 850 208

Saterfiel, Thomas H.; Woodruff, Jane Bruner
A New Model for School Accreditation: Applying School Effectiveness Measures to Assess Educational Quality.
PUB DATE- Mar 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Figures contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Competency Based Education; *Educational Assessment; Educational Quality; Elementary Secondary Education; Field Tests; Models; School Districts; *School Effectiveness; State Legislation; State School District Relationship; *State Standards
IDENTIFIERS- *Mississippi

Mississippi's Education Reform Act of 1982 calls for developing a performance-based school accreditation system that applies research findings on school effectiveness. This paper describes the conceptual model, the proposed accreditation process, and the field testing plan developed by the Performance-Based School Assessment Task Force. The model depicts quality education as the positive effects of five effective performance characteristics (active educational leadership, instructionally focused organization, effective instruction, change inducing staff development, and positive school climate) on four educational functions: (1) promoting basic skills proficiency for all students; (2) inducing positive attitudes toward learning; (3) providing continuing exposure to new knowledge; and (4) encouraging sustained involvement in successful learning experience. Each of a district's schools will be numerically rated on their performance level. Local school boards must develop 5-year educational plans for improvement if found deficient. Four instruments are being developed employing document analysis, observation, interviews, and questionnaires. Validity will be investigated through comparison to other instruments and a field testing of the system with a 10 percent sample of school districts in the fall of 1985. (BS)

ED 255 607 UD 024 156

Crain, Robert L.; And Others

A Longitudinal Study of a Metropolitan Voluntary Desegregation Plan.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 84p.
GRANT- NIE-6-81-0062
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Achievement; *Black Students; College Attendance; *Desegregation Effects; Dropouts; Early Parenthood; Economically Disadvantaged; *Educational Attainment; Elementary Secondary Education; Higher Education; Minority Group Children; Racial Attitudes; Racial Integration; Racial Relations; *School Desegregation; Sex Differences
IDENTIFIERS- Connecticut (Hartford)

A long-term study of the effects of school desegregation, based on the tracing of students initially involved in a 1966 desegregation plan, is reported on in this document. The students, who were from Hartford, Connecticut, and were nearly all Black, were traced from their first desegregation in elementary school until after high school graduation. It is concluded that, compared with similar minority students who attended segregated Hartford city schools: male participants were more likely to graduate from high school (the effect on females was weaker); (2) male, but not female, participants completed more years of college; (3) male, but not female, participants perceived less discrimination in college and in other areas of adult life in Hartford; (4) male, though not female, participants have experienced less difficulty with the police and have gotton into fewer fights as adults; (5) participants have closer social contact with Whites as adults, are more likely to live in desegregated housing, and had more friends in college (the colleges were always predominantly White); and (6) female participants were less likely to have a child before 18. The last four conclusions serve to explain to some degree the positive effects of desegregation on educational attainment. (Author/RDN)

ED 255 427 SO 016 314

Coe, Robert K.; Weinstock, Irwin
Evaluating Economics Journal Publication: Perceptions of the Department Head.
PUB DATE- Jul 83
NOTE- 17p.; Paper presented at the Annual Meeting of the Western Economic Association (58th, Seattle, WA, July 23, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economics Education; Educational Research; *Evaluation Criteria; *Faculty Evaluation; Higher Education; Promotion (Occupational); *Publications; *Scholarly Journals; Tenure

Questionnaires concerning the importance of publication in professional journals were sent to 193 university economics department heads. There was a 60 percent response rate. Questions were asked about: (1) the necessity of publications for appointment and promotion, (2) how department heads rate the various journals in terms of prestige accrued by professors publishing in them, (3) how department heads perceive the relative difficulty of publishing in various journals, (4) how journal articles are evaluated, and (5) the relative weights of factors used in evaluating journal authorship. Results indicated a great emphasis on publication, particularly in high prestige journals believed to have a low acceptance rate. Concern was expressed over the fact that perceived rates of acceptance in those prestigious journals were not correlated with actual rates and were often much lower than department heads believed. (IS)

ED 255 535 TM 840 788

Ristow, Robert S.; Edeburn, Carl E.

An Inventory Approach to Assessing the Learning Styles of College Students: Continued Exploration.

PUB DATE- 5 Oct 84

NOTE- 20p.; For a related document, see ED 241 559. Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Attitude Measures; *Cognitive Style; *College Students; Educational Psychology; Grade Point Average; Higher Education; Learning Strategies; Sex Differences; Student Attitudes; *Teaching Methods; *Test Reliability; Test Validity

IDENTIFIERS- Learning Style Inventory (Renzulli and Smith)

This paper reports on a replication of a 1983 study investigating whether the Renzulli/Smith Learning Style Inventory (RSLSI) can identify the learning style differences of college undergraduates. The 65 item RSLSI assesses children's preferred learning styles in nine areas: projects, simulations, drill and recitation, peer teaching, discussion, teaching games, independent study, programmed instruction, and lecture. Administered to 150 sophomore and junior educational psychology students, RSLSI data were analyzed for reliability and for relationship with the independent variables sex and self-reported grade point average (GPA). Results indicate overall patterns consistent with the 1983 study findings: (1) females prefer to engage in more independent, individual learning activities and discussions than males; (2) high GPA students prefer lecture and peer teaching; and (3) low GPA students prefer lecture, teaching games, and peer teachings. Both high and low GPA students in the 1984 study showed a significant increase in preference for discussion and simulation over the 1983 population. Overall similarities support the utility of the RSLSI for assessing the learning preferences of college students. (BS)

ED 255 550 TM 850 191

Ramey, Madeleine
Evaluation of the Seattle Public Schools' 1983-84 Re-Entry Program. Report No. 84-13.
Seattle Public Schools, WA. Evaluation Office.

PUB DATE- Nov 84
NOTE- 44p.; Figures in Appendix D contain small print and will reproduce poorly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; *Behavior Change; Behavior Problems; *Expulsion; Institutional Characteristics; Program Effectiveness; Program Evaluation; *Reentry Students; *Rehabilitation Programs; Secondary Education; Student Attitudes; Student Characteristics; *Suspension
IDENTIFIERS- *Seattle Public Schools WA

This report evaluates the Seattle Public School District's 1983-84 re-entry program for suspended and expelled students in terms of seven expected student behavioral outcomes and Outreach/Intake Services Unit objectives. The program's purpose is to assist these students in improving the attitudes and/or behaviors which lead to disciplinary action. The 1983-84 "triad" re-entry program model placed the program at three sites designed to accommodate the residential patterns of eligible students: Marshall (north), Sharples (southeast), and Boren (southwest). Additional features included expanded enrollment capacity, provisions for academic credit, and establishing the outreach/intake services component. The report also investigates student characteristics (ethnic group, sex, previous school release reason, grade, actual versus nominal grade, living-with status, free and reduced-price lunch program status, school attended prior to suspension/expulsion) and the programs operational aspects (student entry and staffing patterns, and site differences in size, mainstreaming, behavior modification, counseling, special problems of seventh and eighth grade students, and disciplinary action). Short term recommendations are made for student attendance and staffing. Appendices contain: (1) the teacher rating form; (2) Nowicki's and Strickland's Locus of Control Scale for Grades 7-12; (3) 21 tables of student characteristics and program results; and (4) 15 graphs of comparative school site results. (BS)

ED 255 622 UD 024 194

Equity, Choice and Effective Urban Education: A Focus on Schools. Desegregation in Massachusetts 1984-85 Annual Report.

Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.

PUB DATE- Apr 85
NOTE- 20[illegible]p.; Appendices may not reproduce clearly. For related document, see ED 240 221.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Gains; Case Studies; Cultural Differences; Desegregation Effects; Elementary Secondary Education; Enrollment Trends; *Equal Education; Low Income Groups; Minority Group Children; Parent School Relationship; Public Schools; Racial Composition; Refugees; *School Desegregation; School Districts; *School Effectiveness; *Urban Schools; Vocational Education
IDENTIFIERS- *Massachusetts

This report focuses on effective urban schools in the context of desegregation. The introduction takes a retrospective and prospective look at desegregation in terms of: (1) progress since the last report; (2) the changing focus of equal educational opportunity; (3) an agenda for the 1980s; and (4) equity and choice. The second section provides brief notes on the status of desegregation in each Massachusetts school district. The third and fourth sections address refugee needs and vocational issues. The next section provides working descriptions of certain urban elementary, middle, and senior high schools in Massachusetts that are "striving to become educationally effective desegregating schools." These schools, it is stated, have been chosen for profiling because their desegregated-related accomplishments have gone unrecognized outside their local communities; they educate children most "at risk" of being underserved in the educational marketplace; students' academic performances have improved during desegregation; and a distinctive relationship between parents and schools has been developed. The final two sections describe Massachusetts and Federal desegregation requirements, and enrollment trends and patterns. Two lengthy appendices tabulate: (1) October 1984 enrollment by race for schools in selected districts; and (2) October 1973, 1981, and 1983 enrollment by minority percentage and low-income percentage for schools in selected districts. (RDN)

ED 255 412 SO 016 290

Austill, Chris, Ed.
Decision Making in a Nuclear Age.
Educators for Social Responsibility, Cambridge, MA.
PUB DATE- 83
NOTE- 411p.; Some illustrations and news article reproductions may not reproduce clearly.
AVAILABLE FROM- Educators for Social Responsibility, 23 Garden St., Cambridge, MA 02138 ($12.50, plus $2.50 postage and handling; 15% discount on orders of 10 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civics; *Critical Thinking; *Decision Making; Decision Making Skills; Disarmament; Ethical Instruction; Ethics; Evaluative Thinking; High Schools; Learning Activities; Legal Education; Moral Values; *Nuclear Warfare; Peace; Problem Solving; Science Instruction; United States History; United States Literature; Values Education; World Problems

These activities help high school students develop an understanding of nuclear weapons within the context of human beings making choices. Students learn to evaluate information and to identify the political stand or bias in what they hear and read. To record their own growth and change, students are encouraged to keep a journal. Teachers can choose from among activities that can be used in a variety of courses, including American literature, science, civics, U.S. history, legal education, and ethics. The activities in the first three sections--"Learning to Learn about Nuclear Weapons," "On Violence," and "Constructing a Value System"--are designed to help students struggle with issues and dilemmas that complicate their thinking and keep them from accepting simple solutions. The next three sections--"Nuclear Weapons and the Arms Race," "The Cold War," and "Negotiating"--help students become familiar with science, history, and technical information about nuclear weapons and the arms race. In the section, "Complexities of the 80's," connections are made with world issues that are intimately related to the arms race. In the final section, "Making a Difference," students are asked to think about prevention. A reference list of 20 films is included. (RM)

ED 255 442 SO 016 361

Guide to Alabama Court Procedures.
Alabama Administrative Office of Courts, Montgomery.
PUB DATE- 84
NOTE- 36p.; For related documents, see SO 016 360-370. Some charts may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Constitutional Law; Court Doctrine; Criminal Law; Due Process; Federal Courts; Governmental Structure; Justice; *Laws; *Legal Education; Postsecondary Education; Secondary Education; *State Courts
IDENTIFIERS- Alabama; *Law Related Education

Designed to assist the public in understanding the judicial system and judicial process in Alabama, this handbook (1) presents an overview of Alabama's courts and their jurisdictions, (2) identifies the officers of the courts and the contributions each makes to the judicial process, and (3) narrates in general terms the procedures most common to the processing of civil and criminal cases. Separate sections focus on the following topics: the Alabama courts, civil cases, criminal cases, trials, appeals, judicial discipline, and judicial administration. A glossary of legal and judicial terms is included. Although the handbook is devoted to Alabama's legal system, it can serve as a model for those teaching about judicial procedures in other states. (LH)

ED 255 457 SO 016 376

Authorship. Course HP03b: Part Time BA Degree Programme.
Griffith Univ., Brisbane (Australia). School of Humanities.
PUB DATE- 7 Jun 84
NOTE- 108p.; For related courses, see SO 016 371-385. Although readings designed to supplement the course are not included, complete bibliographic information is provided.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Authors; *Course Content; Course Descriptions; External Degree Programs; Foreign Countries; Higher Education; Imagery; Independent Study; Literary Criticism; Literary Styles; *Literature; Nontraditional Education; Printing; Romanticism; Social Theories; *Sociology
IDENTIFIERS- *Australia

This course, one of 16 sequential courses comprising phase one of a part-time Bachelor of Arts degree program in Australian Studies, uses literary authorship as an example of a highly individualized social role and shows how authorial attributions and modes of composition have changed over time. It is designed for independent study combined with tutorial sessions. Chapter 1 is an introduction to the course and its study objectives. Chapter 2, "The Sociological Study of Authorship," discusses the image of the author and how this image is a social construct. Chapter 3, "Authorship and the Transformation of the Book by Printing," covers the history of publishing. Chapter 4, "Authorship and Techniques of Composition," deals with romanticism, formulaic composition, and the evolution of authorship. Chapter 5 summarizes and concludes the course. The first tutorial session deals with the areas covered in the first three chapters; the second tutorial deals with formulaic composition, the rhetorical tradition, and the expressive image. Also included are lists of required readings, additional readings, a bibliography, and self-assessment questions. (IS)

ED 255 486 SP 025 895

Progress in Controlling Breast Cancer. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, D.C.

PUB DATE- 28 Jun 84
NOTE- 297p.; Portions of document contain small print.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Cancer; *Disease Control; *Disease Incidence; Federal Legislation; Females; *Government Role; Medical Services; Older Adults; Prevention; Public Health; *Research Needs
IDENTIFIERS- *Breast Cancer

This report contains testimony on the subject of breast cancer. Under consideration was a proposed bill that will assure women that physicians and surgeons inform breast cancer patients of alternative, effective, methods of treatment and will ensure that the woman will have to give her informed consent before any treatment is initiated. Also considered was a bill which will require Medicare to provide coverage for routine cancer screening. The need for research on a cancer vaccine was also under consideration. Witnesses included women who had personally experienced breast cancer, experts on the treatment of cancer, and cancer researchers. (JD)

ED 255 581 TM 850 229

Broadfoot, Patricia

Recent Developments in Assessment and Examination Procedures in France.

PUB DATE- 2 Apr 85
NOTE 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Some pages contain broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; *Educational Change; Educational Policy; Foreign Countries; Government School Relationship; National Competency Tests; *Politics of Education; Secondary Education; Student Evaluation; Student Records; Teacher Attitudes; Teacher Role
IDENTIFIERS- *France; Haby (Rene)

Recent changes in educational assessment in France reflect pressures to modernize the French educational system to align it with prevailing democratic and egalitarian values and to respond to the economy's vocational training needs. After providing background on the French educational system, this paper discusses two areas of secondary school level (ages 11 through 18) assessment change: (1) the 1975 replacement of the 16+ Brevet d'Etudes du Premier Cycle (the qualification examination at the end of compulsory education) with a continuous assessment and guidance process called "orientation" by Rene Haby, then Minister of Education; and (2) the current pressure for reform of the traditional Baccalaureat examination at the upper secondary education level due to both the higher value given the "Bac 'C'" (mathematics and physical sciences) form by universities and its general "devaluation." As in other countries, the general trends of assessment reform in France are: (1) postponing the key point of selection as educational levels expand; (2) making assessment more comprehensive by incorporating more personal qualities and skills; and (3) increasing the delegation of assessment responsibilities to teachers. French teachers, however, are neither committed to, nor prepared for, these new responsibilities and the accompanying exposure to public censure. Assessment may become a major casualty of a heavily centralized education system torn between tradition and change. (BS)

ED 255 594 UD 024 142

Davidson, Jack L.; Montgomery, Margret A.
Instructional Leadership System Research Report.
Tyler Independent School District, Tex.
PUB DATE- Mar 85
NOTE- 50p.; Paper presented at the Annual Conference of the American Association of School Administrators (Dallas, Texas, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Board of Education Policy; Data Analysis; Educational Environment; Educational Objectives; Elementary Secondary Education; Leadership; Needs Assessment; *Principals; *Program Effectiveness; Program Evaluation; School Administration; *School Based Management; School Organization
IDENTIFIERS- *Instructional Leadership; *Tyler Independent School District TX

The Tyler (Texas) Independent School District's Instructional Leadership System, which is based on the premise that effective leadership is the basis for the success of the instructional program, is described and evaluated in this report. The system is described in terms of administrative organization; management design; the system's basis in the effective schools research; data analysis; goal setting and planning; and evaluation. Significant gains in student achievement at the fifth grade level in 1983-84 and 1984-85 are reported, and these improvements are attributed to the systematic planning and supervision of the instructional program by the building principal under the Instructional Leadership System. Data are presented showing significant student achievement gains as principals and faculties became more proficient in assessing needs, setting common goals, establishing a cooperative school climate, monitoring student progress, and evaluating instructional activities on a regular basis. (KH)

ED 255 519 SP 025 992

Cohen, Margaret W.

Teacher Career Development: A Comparison of College-Aged and Older-Adult Preservice Teachers.

PUB DATE- 82

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982). For related document, see SP 025 993.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Development; Age Differences; *Career Development; *Experiential Learning; Higher Education; Lifelong Learning; *Preservice Teacher Education; *Reentry Students; Social Experience; *Socialization; Teacher Attitudes; Teacher Motivation; *Vocational Maturity

Differences in preparing teachers' orientations to the profession and their career goals and aspirations were examined as a function of their life stages and ages. Intensive interviews were conducted before and after the student teaching experience. Half of the student teachers were classified as returning students or adult learners. The other half were college-aged students matched on demographic characteristics. Analyses of the interview data indicated that the two groups had different types of expectations, concerns, anxieties, and commitments to teaching. These differences show how socialization into the profession is affected by the nonacademic experiences of preparing teachers. (Author)

ED 255 428 SO 016 315

Melville, Keith, Ed.
The Deficit and the Federal Budget. 1983 National Issues Forum.
Public Agenda Foundation, New York, NY.
SPONS. AGENCY- Domestic Policy Association, Dayton, OH.
PUB DATE- 83
NOTE- 42p.; For other National Issues Forum publications, see ED 238 563 and SO 016 316-319.
AVAILABLE FROM- Order Dept., Domestic Policy Association, 5335 Far Hills Ave., Dayton, OH 45429 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Citizen Participation; *Decision Making; *Economics; *Federal Government; Policy Formation; *Public Policy; Secondary Education; Social Studies
IDENTIFIERS- *Deficit Spending; *Federal Budget

Although designed for participants in the National Issues Forum, this booklet, which describes the impact of the federal deficit and the federal budget process, is also useful for secondary school social studies. The six sections begin with an introduction describing why the deficit grows yearly and why it is difficult for Congress to stop its growth. The next section, "The Nation's Growing Deficit," summarizes three reasons for concern: (1) the rapid growth of the national debt, (2) the reasons for borrowing, and (3) the effect of the debt on economic recovery. "Going after Waste, Fraud, and Abuse" raises questions about whether reforming mismanagement would significantly reduce the debt. "A Guided Tour of the Federal Budget" discusses where tax money goes. "Paying the Bill for Big Government" discusses taxes and the possibility of tax increases. "The $200 Billion Question" covers the choices which must be faced if the deficit is to be reduced. Two self-administered questionnaires intended for completion before and after participating in a public forum or reading the booklet are included, as well as a list of recommended readings. (IS)

ED 255 443 SO 016 362

Law: The Language of Liberty. Supplemental Materials for Alabama Social Studies Teachers. Grades K-1.

Alabama Administrative Office of Courts, Montgomery.

PUB DATE- Oct 81

NOTE- 78p.; For related documents, see SO 016 360-370. Produced with assistance from the Alabama State Department of Education, the Alabama Education Association, and the Alabama Council for School Administration and Supervision.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Grade 1; Human Resources; Instructional Materials; Kindergarten; *Laws; Learning Activities; *Legal Education; Lesson Plans; Primary Education; Puzzles; *Social Studies

IDENTIFIERS- *Law Related Education

This supplementary law-related education packet provides student activity pages, teacher background information, and lesson ideas for teaching about the law in social studies classrooms. An introductory section provides a rationale for the unit, a guide for bringing law-related resource persons into the classroom, a teacher checklist for helping resource persons plan classroom visits, and a list of items to consider when planning field trips. Separate sections focus on what rules are, rules at home, rules at school, rules at play, and rules in the community. Each lesson includes an objective, step-by-step procedures, and reproducible student handouts. Activities include making a traffic light, singing, choral reading, and completing puzzles. (LH)

ED 255 472 SP 025 720

Gickling, Edward E.; And Others

Educators' Preferences for Teacher Training. A Survey of Teachers, Teacher Trainers and School Administrators from Seven Western States.

Nevada Univ., Reno. Coll. of Education.

SPONS. AGENCY- Nevada State Dept. of Education, Carson City. Div. of Special Education.

PUB DATE- May 84

NOTE- 115p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)

DESCRIPTORS- *Internship Programs; Mainstreaming; *Preservice Teacher Education; *Program Attitudes; Program Development; *Program Length; Required Courses; *Special Education Teachers; *Teacher Education Programs

IDENTIFIERS- *Extended Degree Programs

A redesigned preservice education curriculum, conceived to strengthen ties between special and regular elementary teachers, featured the extensive use of practicums and student teaching. A questionnaire was developed to secure external evaluation and validation of the program. The specific research objective was concerned with how members of the teaching profession viewed the preparation program compared with five-year programs, internships, or other five-year configurations. Responses were obtained from educators in Arizona, California, Idaho, Nevada, Oregon, Utah, and Washington. Respondents included: (1) elementary and special education teachers; (2) college of education faculty trainers for elementary and special education; (3) elementary principals; (4) secondary teachers and special education teachers; (5) college of education faculty trainers in secondary education; and (6) secondary administrators. Data resulting from responses to each of the 15 items on the questionnaire are presented with brief analytic commentaries. A copy of the survey instrument is appended. (JD)

Health: Grade Four. Interim Guide.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0149-X
PUB DATE- 83
NOTE- 108p.; For related documents, see SP 025 954-964.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Dental Health; Disease Control; Elementary Education; *Environmental Education; Foreign Countries; Grade 4; *Health Education; Life Style; *Mental Health; *Nutrition; *Physical Health; Safety; Socialization; Well Being
IDENTIFIERS- Manitoba

This health education guide for grade four is divided into six sections. A statement of the sub-goal for each section prefaces an outline for achieving that goal: (1) social-emotional well-being: to enhance self-awareness and increase skills that promote personal development and successful relationships; (2) physical well-being: to increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being; (3) nutrition: to develop proficiency in making food choices that maintain and promote well-being; (4) dental health: to develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being; (5) safety: to practice safety and survival procedures that promote individual and community well-being; and (6) environmental health: to understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources. The outline of each section includes objectives for students with a variety of activities from which to choose, and suggestions for the teacher. (JD)

ED 255 536 TM 850 011

Butler, E. Dean
Ethnographic/Qualitative Research: Theoretical Perspectives and Methodological Strategies.
PUB DATE- Nov 84
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Context; Data Collection; *Educational Research; Ethnography; Reliability; Research Design; *Research Methodology; Theories; Validity
IDENTIFIERS- *Naturalistic Research; *Qualitative Research

This paper examines the metatheoretical concepts associated with ethnographic/qualitative educational inquiry and overviews the more commonly utilized research designs, data collection methods, and analytical approaches. The epistemological and ontological assumptions of this newer approach differ greatly from those of the traditional educational research orientation. Concepts discussed include multiple realities, discovery and explaining, expansion, importance of situational/contextual elements, and emergent rather than preordained research designs. The following methodological features are defined: case study designs, participant-observer, sampling, analytical induction ethnography, grounded theory, negative case analysis, constant comparative method, researcher as the main data collection instrument, triangulation, maps/models, foreshadowed problems, and levels of abstraction. The four constructs to determine the trustworthiness of naturalistic/qualitative research are credibility, transferability, dependability, and confirmability. (BS)

ED 255 566 TM 850 209

Roid, Gale H.
New Technologies in the Writing of Test Items.
PUB DATE- Aug 84
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, August 1984). Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Achievement Tests; Cognitive Measurement; *College Faculty; College Instruction; Computer Assisted Testing; Criterion Referenced Tests; Diagnostic Tests; Guidelines; Higher Education; Measurement Objectives; Research Needs; *Teacher Made Tests; *Test Construction; Test Items; Test Theory

The goal of test item writing is to create measures of the true achievement dimensions desired, not extraneous abilities or related skills. To encourage university instructors to apply newer test item writing technologies to test construction for course examinations, this paper: (1) sets forth basic principles for quality item writing; (2) reviews recent research on item writing methods; (3) suggests areas for future research; and (4) provides application guidelines for instructors. Test blueprint methods match the cognitive test level to the level of instruction. Theory based methods use research theories in learning, attitude, or intelligence to dictate test construction steps. Diagnostic methods break achievement into components to identify student weaknesses. Emerging areas in item writing research include: (1) computer applications; (2) linking teaching and testing; (3) components of achievement performance; and (4) multidimensional analysis of instructionally-based tests. While an instructor's time limitations may prevent the complex analyses and field testing necessary to some of these methods, certain principles can be applied more informally and pay rich dividends. (BS)

ED 255 608 UD 024 157

Keesling, J. Ward, Ed.
A Study of Intergovernmental Relations in Compensatory Education.
Advanced Technology, Inc., Reston, VA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 85
NOTE- 100p.
GRANT- NIE-G-83-0055
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compensatory Education; *Educational Change; *Educational Objectives; Elementary Secondary Education; Federal Aid; *Federal State Relationship; Parent Participation; Private Schools; Program Effectiveness; Program Evaluation; Program Implementation; Public Schools; School Districts; *State School District Relationship
IDENTIFIERS- Comparability; *Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I; Institutionalization (of Goals); Monitoring; Target Populations

This study's major purpose was to examine intergovernmental relations in the context of compensatory education through an investigation of how far selected Title I operative goals were institutionalized, and the implications of such institutionalization (or lack of it) for stability or change of practices under Chapter 1. Three categories of goals were examined: (1) those changed substantially by Chapter 1 legislation; (2) those that were expected to change greatly but did not; and (3) those that Chapter 1 legislation did not change greatly. Analysis of the available data (from existing research reports and databases and from interviews with Federal, State, and local officials) yielded three major findings. First, of the category 1 goals--comparability, evaluation, parental involvement, and State monitoring and auditing--all of which were highly specified under Title I, only evaluation was sufficiently institutionalized to be retained in the Chapter 1 era. Second, although the category 2 goals--targeting of services to low-income areas and to educationally disadvantaged students--were never precisely defined under Title I, and the practices Title I administrators put into place fell short of meeting those goals, there is little evidence that these practices are changing under Chapter 1. And finally, the category 3 goals--services to nonpublic students, "supplement not supplant," and concentration of services--were never fully implemented under Title I and there is little evidence regarding changes under Chapter 1. It is concluded that although specific Federal requirements may lead to greater compliance, they do not necessarily lead to institutionalization. (CMG)

ED 255 413 SO 016 292

Barth, James L.

Secondary Social Studies Curriculum, Activities, and Materials.

REPORT NO.- ISBN-0-8191-3797-9
PUB DATE- May 84
NOTE- 334p.
AVAILABLE FROM- University Press of America, Inc., 4720 Boston Way, Lanham, MD 20706 ($15.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; Course Content; Curriculum; *Curriculum Development; Educational Trends; Futures (of Society); Geography Instruction; Global Approach; History Instruction; Instructional Materials; *Integrated Curriculum; Learning Activities; Models; Secondary Education; *Social Studies; United States Government (Course); United States History; Values Education; World History

Tested in secondary schools and college classrooms, these social studies activities illustrate an integrated social studies curriculum as advocated by "The Social Studies Curriculum Guidelines" of the National Council for the Social Studies. There are four major chapters dealing with (1) civics and U.S. government, (2) global and international issues, world history, and geography, (3) U.S. history, and (4) senior problems, values and issues, futures, and careers. Information provided for each of these four major areas of the curriculum includes topics taught and national trends; description of a typical course; and learning activities categorized by gaining knowledge, processing, valuing, and participating. Also provided for each chapter is an interest form asking teachers to identify two activities and briefly describe why they are of interest. Activities are varied and include classroom discussions; student research; analyses of political cartoons, newspapers and magazine articles, and political speeches; mock political conventions; oral reports; writing assignments; and simulations. (RM)

ED 255 458 SO 016 377

Cultural Formations. Course HP04a: Part Time BA Degree Programme.
Griffith Univ., Brisbane (Australia). School of Humanities.
PUB DATE- 83
NOTE- 78p.; For related courses, see SO 016 371-385. Although readings designed to supplement the course are not included, complete bibliographic information is provided.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (C51) Historical Materials (060)
DESCRIPTORS- *Course Content; Course Descriptions; *Culture; External Degree Programs; Foreign Countries; Higher Education; History; *History Instruction; *Humanities; Independent Study; Nontraditional Education; *Social Theories; Sociology
IDENTIFIERS- *Australia; Ideology

This course, one of 16 sequential courses comprising phase one of a part-time Bachelor of Arts degree program in Australian Studies, traces a number of 19th and 20th century debates about culture and examines both the ways in which cultural groups have been formed and the conditions under which culture is produced in contemporary society. It is designed for independent study combined with tutorial sessions. Chapter 1 is an introduction to the course and its study objectives. Chapter 2 defines the term "culture" in terms of contemporary usage. Chapter 3 traces the development of the idea of culture and Chapter 4 uses the pre-Raphaelite Brotherhood as an example of a cultural organization. Chapter 5, "Cultural Changes, 1870-1914" deals with the impact of cultural change. Chapter 6 focuses on cultural production, Chapter 7 presents a model of cultural production, and Chapter 8 considers the debate about mass culture. Chapters 9 and 10 are "The Frankfurt School and the Culture Industry" and "The Concept of Ideology." Tutorial sessions deal with cultural formations, cultural production, and ideology. Also included are lists of required readings, additional readings, a bibliography, and self-assessment questions. (IS)

ED 255 487 SP 025 896

Manitoba Teachers' Retirement Allowances Fund. Report to Members.

Teachers' Retirement Allowance Fund Board, Winnipeg (Manitoba).

PUB DATE- 83
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; Investment; *Retirement Benefits; *Teacher Associations; *Teacher Employment Benefits; *Teacher Retirement; Trusts (Financial)
IDENTIFIERS- *Manitoba

This report relates the operations of the Manitoba Teachers' Retirement Allowances Fund for its fiscal year ended on December 31, 1982. A copy of the Provincial Auditor's Report on the Accounts is attached as well as the related financial statements. Included in the report are: (1) graphs displaying notable financial and statistical items; (2) statement of "Comparative Statistics" of significant aspects of the Fund covering the period from inception in 1925 to the end of 1982; (3) report of the Provincial Auditor on his examination of the accounts of the Fund for the year ended December 31, 1982; and (4) financial statements in respect of the year ended December 31, 1982. (JD)

ED 255 520 SP 025 993

Cohen, Margaret W.
Teacher Concerns: Developmental Changes in Preservice Teachers.
PUB DATE- 83
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April, 1983). For related document, see SP 025 992.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; *Age Differences; *Education Majors; Higher Education; Preservice Teacher Education; *Reentry Students; Self Concept; Student Characteristics; Teacher Attitudes; Teacher Motivation; *Vocational Maturity

This paper demonstrates how issues of lifelong development are cogent at the undergraduate level by discussing the results of a study which explored individual differences among the preservice population. Fuller's developmental model of teachers' concerns combined with theories of life-span development provided the conceptual and operational bases for hypothesizing differences in preparing teachers' orientations to the profession, their career goals, and aspirations. In the study, a group of 20 student teachers classified as returning students or adult learners was compared to a matched group of 18 college-aged student teachers. Results reveal that the two groups had different types of expectations, concerns, anxieties, and commitments to teaching. These differences were apparent in data collected before and after student teaching. They demonstrate how socialization into the teaching profession is not only affected by the academic experiences of the preparing teachers, but also by their nonacademic experiences. (Author)

ED 255 551 TM 850 192

Kushmuk, James; Yagi, Kan
Summer School 1984 Program in the Portland Public Schools. 1983-84 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Feb 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Basic Skills; Elementary Education; *Elementary School Students; Enrichment Activities; Gifted; Language Proficiency; Mathematics Achievement; Program Evaluation; Reading Achievement; School Districts; *School Holding Power; *Summer Schools; *Test Results
IDENTIFIERS- *Portland Basic Skills Achievement Levels Testing; *Portland School District OR

This evaluation of the Portland Public Schools Summer School 1984 Program analyzes achievement gains on the Portland Achievement Levels Tests for three student groups: (1) regular education; (2) not promoted; and (3) talented and gifted (TAG). The four-week program served 743 students, primarily from grades one to eight. Eleven subject areas were offered ranging from non-academic subjects to remedial, or enrichment, instruction in reading, mathematics, and language. Portland Achievement Levels RIT scores for spring and fall of 1984 were used to assess pre- and post-summer school achievement levels in reading, mathematics, and language. Mean RIT scores and gains for grades 3 through 7 are presented for each summer school program group and for the district. Spring and fall scores for 1983 for students in the 1984 summer school program and the district are also included. Achievement results for 1984 for each group are compared to district and 1983 results. In 11 of the 15 grade/subject comparisons, the not promoted group achieved summer achievement gains greater than the district average. There is some evidence that these gains are attributable to their summer instruction. Promoted students with average, or above average, achievement showed no consistent pattern of gains or losses relative to the district. (BS)

ED 255 595 UD 024 143

Hirano-Nakanishi, Marsha

Hispanic School Dropouts: The Extent and Relevance of Pre-High School Attrition and Delayed Education.

National Center for Bilingual Research, Los Alamitos, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NCBR-R-17
PUB DATE- 84
NOTE- 35p.
CONTRACT- NIE-00-CA-80-0001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Dropout Characteristics; *Dropout Rate; *Dropouts; Educationally Disadvantaged; High Schools; *Hispanic Americans; Immigrants; Influences; Junior High Schools; Language Dominance; *Secondary School Students; Student Promotion

Using the 1976 Survey of Income and Education, and focusing on Hispanics aged 14 to 25, analyses were conducted to assess when in the schooling process Hispanics drop out. Findings suggest that over 40 percent of all Hispanic dropouts leave school before reaching the 10th grade, with most of the pre-high-school attrition occurring at the junior high school level. Dropping out among Hispanics peaks in the 11th grade (30 percent of all Hispanic dropouts), followed by a sharp decline in the 12th grade (7 percent). Analysis of descriptive statistics regarding pre-high-school attrition and delay suggests that regional differences in policies regarding school leaving and delay may exist, that sophomore-aged Puerto Ricans are most likely to experience delay among Hispanic subgroups, and that socioeconomic, language-related and immigration factors are related to delay and pre-high-school attrition. In view of these findings, it is important that researchers focus on the junior high school period in which significant numbers of Hispanic youth drop out of school and/or experience substantial delays in their educational progress. Furthermore, pre-high-school attrition statistics should be regarded as social indicators and analyzed on a regular basis for Hispanics and other relevant subgroups, in order to review trends regarding the attrition issue. (KH)

ED 255 623 UD 024 195

Our Children at Risk: The Crisis in Public Education. Report of the New York Hearing on the Crisis in Public Education.

Advocates for Children of New York, Inc., Long Island City.

SPONS. AGENCY- Field Foundation, New York, N.Y.; New World Foundation, New York, N.Y.; New York Community Trust, N.Y.

PUB DATE- 85

NOTE- 78p.; Also sponsored by the Fund for the City of New York.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)

DESCRIPTORS- *Child Advocacy; Disadvantaged Youth; Dropout Prevention; *Educational Change; Educational Environment; *Educational Equity (Finance); Educational Facilities Improvement; Educational Finance; *Educational Quality; Education Work Relationship; Elementary Secondary Education; *Equal Education; Minority Group Children; Parent Participation; *Public Education; Resource Allocation; School Effectiveness; Socioeconomic Influences

IDENTIFIERS- *New York

The New York State hearings (held on May 10-11, 1984, in New York City) reported on in this document focused on three areas of public education considered key to inequity: the denial of equal access to school resources, the denial of equal quality in the learning process, and the denial of open futures in the link between school and work. The testimony offered at the hearings by student and parent advocates, community and civic activists, and teachers and administrators (who are listed in a separate section) is organized into five sections: (1) the economic and social conditions of the school crisis; (2) the underfunding of school services; (3) the problems and dilemmas of an unequal system; (4) new approaches to and recommendations for school improvement; and (5) conclusions for the advocacy movement. The general conclusions are fivefold: (1) school failure is not inevitable; (2) school failure is an issue of public choices and commitments, not of rejected opportunities; (3) the results of resource denial and inequity are manifest everyday in the classroom; (4) the ingredients of school improvement and effectiveness are known; and (5) raising standards and requirements for student performance without raising the level of fiscal, administrative, and instructional support for school improvement will exacerbate school failure. It is concluded that equity remains the central issue in the pursuit of excellence in public education. (RDN)

ED 255 429 SO 016 316

Melville, Keith, Ed.
Nuclear Arms and National Security. 1983 National Issues Forum.
Public Agenda Foundation, New York, NY.
SPONS. AGENCY- Domestic Policy Association, Dayton, OH.
PUB DATE- 83
NOTE- 51p.; For other National Issues Forum publications, see ED 238 563 and SO 016 315-319.
AVAILABLE FROM- Order Dept., Domestic Policy Association, 5335 Far Hills Ave., Dayton, OH 45429 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Citizen Participation; Decision Making; *Disarmament; *Federal Government; *National Security; *Nuclear Warfare; Policy Formation; *Public Policy; Secondary Education; Social Studies; *World Problems

Appropriate for secondary school social studies, this booklet outlines approaches for dealing with the threat of nuclear warfare in six sections. The first section, "Learning to Live with Nuclear Weapons," introduces the topic and considers what can be done to decrease the risk of nuclear warfare without jeopardizing the nation's security. "Arms Control" discusses the importance of the negotiation process. "Peace through Strength" stresses the need to display military strength to deal with the threat from the Soviet Union. "Freezing the Arms Race" advocates a bilateral freeze on the production and deployment of nuclear weapons while "Unilateral Reductions" argues that nuclear weapons are a threat in and of themselves. The sixth section, "Complex Issues, Hard Choices," concludes the booklet by stressing the need for citizen participation. Two self-administered questionnaires intended for completion before and after participating in a public forum or reading the booklet are included as well as a list of recommended readings. (IS)

ED 255 473 SP 025 733

Kronowitz, Ellen
Views of Teacher Training from the Other Side of the Desk.
PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Student Evaluation of Teacher Performance; Student Reaction; *Student Teachers; *Teacher Behavior; *Teacher Effectiveness

Two pilot studies are described that attempted to determine the reliability of children as evaluators of student teacher performance. The first study sought to determine the accuracy of elementary students' perceptions of the role of the student teacher and the training process itself. It appeared that generally the students had quite accurate perceptions of the role of the student teacher, the training process, and the motivation for teaching. In the second study, questionnaires were designed to determine the reliability of children as evaluators of teaching behaviors and the quality of the student teacher's performance. Children at all grade levels (K-5) discriminated among teacher behaviors and there was high agreement between pupils' ratings and those of supervising teachers. There was an indication that pupils can reliably assess growth in a student teacher. The pupils' mean ratings in each category were less inflated than those of the adults, especially the self-ratings by the student teachers themselves. (JD)

ED 255 504 SP 025 960

Health: Grade Five. Interim Guide.
REPORT NO.- ISBN-0-7711-0150-3
PUB DATE- 83
NOTE- 114p.; For related documents, see SP 025 954-964.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Dental Health; Elementary Education; *Environmental Education; Foreign Countries; Grade 5; *Health Education; Life Style; *Mental Health; *Nutrition; *Physical Health; Public Health; Safety; Socialization; Well Being
IDENTIFIERS- Manitoba

This health education guide for grade five is divided into six sections. A statement of the sub-goal for each section prefaces an outline for achieving that goal: (1) social-emotional well-being: to enhance self-awareness and increase skills that promote personal development and successful relationships; (2) physical well-being: to increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being; (3) nutrition: to develop proficiency in making food choices that maintain and promote well-being; (4) dental health: to develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being; (5) safety: to practice safety and survival procedures that promote individual and community well-being; and (6) environmental health: to understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources. The outline of each section includes objectives for students with a variety of activities from which to choose, and suggestions for the teacher. (JD)

ED 255 567 TM 850 210

Dunbar, Stephen B.; Novick, Melvin R.
On Predicting Success in Training for Males and Females: Marine Corps Clerical Specialties and ASVAB Forms 6 and 7.
Iowa Univ., Iowa City. Cada Research Group.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-TR-85-2.
PUB DATE- Feb 85
NOTE- 52p.
CONTRACT- N00014-83-C-0514.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aptitude Tests; Clerical Occupations; *Enlisted Personnel; High School Graduates; Military Personnel; Personnel Selection; *Predictive Validity; *Sex Differences; *Vocational Aptitude
IDENTIFIERS- Armed Services Vocational Aptitude Battery; Johnson Neyman Technique; Marine Corps

The presence of differences between prediction systems for males and females is investigated through a detailed study of clerical specialties in the Marine Corps. When various aptitude composites are used to predict success of recruits in training, sizeable differences in regression functions are found between male and female groups. The paper shows that selected deletion of extraneous Armed Services Vocational Aptitude Battery variables maintains overall predictive efficiency but does not remove the differences between male and female regressions. However, when the attainment of a high school diploma is considered, differential prediction is substantially reduced. Implications of these empirical results for the general problem of military personnel selection are discussed. (Author)

ED 255 582 TM 850 230

Boretz, Harold F.; And Others
Reaction Time, Intelligence and Learning Curve: An Exploratory Investigation.

PUB DATE- Oct 84
NOTE- 30p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 24-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Computer Assisted Testing; Higher Education; *Intelligence; Intelligence Tests; Microcomputers; Models; Multiple Regression Analysis; Predictor Variables; *Reaction Time; Undergraduate Students
IDENTIFIERS- Cattell Culture Fair Intelligence Test; Hunt (Everett Lee); Jensen (Arthur R)

Previous studies indicate increasing, significant univariate and multivariate correlation between reaction time (RT) tasks and intelligence. Using multiple regression analyses, data from an earlier study by Brown and Boretz were reanalyzed to further investigate the relationship between the speed at which an individual is able to process stimuli and that individual's intellectual functioning. With directions to stress speed and accuracy, 40 undergraduates were individually administered three RT tasks of 120 consecutive trials of a set on a NorthStar Horizon microcomputer. The task types were simple reaction time (SRT), discriminative reaction time (DRT), and semantic classification time (SCT). Total Intelligence Quotient (IQ) scores from Cattell's Test of "g" Culture Fair, Scale 3, Form A, were also used in the analyses. Results show statistically significant relationships between intelligence and the rate of acquisition mastery and between the RT tasks and intelligence. Results also support both the speed of processing-ability relationships as hypothesized by Arthur R. Jensen's neural oscillation theory and Hunt's distributed memory model. (BS)

ED 255 444 SO 016 363

Law: The Language of Liberty. Supplemental Materials for Alabama Social Studies Teachers. Grades 2-3.

Alabama Administrative Office of Courts, Montgomery.

PUB DATE- Oct 81

NOTE- 91p.; For related documents, see SO 016 360-370. Produced with assistance from the Alabama State Department of Education, the Alabama Education Association, and the Alabama Council for School Administration and Supervision.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Grade 2; Grade 3; Human Resources; Instructional Materials; *Laws; Learning Activities; *Legal Education; Lesson Plans; Primary Education; Puzzles; Signs; *Social Studies

IDENTIFIERS- *Law Related Education

Student activity pages, teacher background information, and lesson ideas for teaching about the law in social studies classrooms are provided in this supplementary packet. An introductory section provides a rationale for the unit, a guide to bringing law-related resource persons to the classroom, a teacher checklist for helping resource persons plan classroom visits, and a list of items to consider when planning field trips. Separate sections focus on what rules are, rules at home, rules at school, rules at play, and rules in the community. Each lesson includes an objective, step-by-step procedures, and reproducible student handouts. Activities include recognizing common signs, constructing a traffic light bookmark, recognizing flashcards of community signs, making a sign mobile, creating fingerprint characters, and completing crossword and word-find puzzles. (LH)

Report on Small Schools Pilot Projects, 1982-1983.
Manitoba Dept. of Education, Winnipeg.
PUB DATE- 83
NOTE- 42p.
LANGUAGE- English; French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Advisory Committees; Career Education; Computer Managed Instruction; Elementary Secondary Education; Enrichment Activities; Foreign Countries; Inservice Teacher Education; Interschool Communication; Multiple Disabilities; *Pilot Projects; Preschool Education; *Program Development; *Program Implementation; Remedial Programs; School Community Relationship; *Small Schools; Visual Arts
IDENTIFIERS- Canada; Computer Uses in Education

A series of pilot projects for small schools was developed by the Manitoba Department of Education to test new concepts that, if successful, could be replicated by other small schools. This report contains a summary of projects involving: (1) computer managed physics instruction; (2) training teachers to use computers effectively; (3) providing computer programs and training (summary written in French); (4) career education programs; (5) remedial and enrichment programs in small schools; (6) inter-school visitations as a form of inservice; (7) linking up schools through computers and phone modems; (8) a teacher's manual for introducing microcomputers; (9) programming for multi-handicapped students; (10) multi-media resource centre in small school; (11) inter-disciplinary teaching; (12) community school support advisory councils; (13) visual arts programs; and (14) enrichment for pre-school children. Names and addresses of contact people for each project are included along with information on the projects' goals, outlines, observations, and costs. (JD)

ED 255 537 TM 850 037

Jones, Douglas H.; And Others
Estimating Ability with Three Item Response Models when the Models are Wrong and Their Parameters are Inaccurate.
Educational Testing Service, Princeton, NJ. Program Statistics Research Project.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.
REPORT NO.- ETS-PSR-TR-84-46; ETS-RR-84-26
PUB DATE- Jul 84
NOTE- 59p.
CONTRACT- F41689-82-C-0020
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability; Aptitude Tests; *Error of Measurement; Estimation (Mathematics); *Goodness of Fit; *Latent Trait Theory; *Mathematical Models; *Maximum Likelihood Statistics; Predictive Measurement; Statistical Bias; Testing Problems
IDENTIFIERS- Armed Services Vocational Aptitude Battery; Item Characteristic Curves

How accurately ability is estimated when the test model does not fit the data is considered. To address this question, this study investigated the accuracy of the maximum likelihood estimator of ability for the one-, two- and three-parameter logistic (PL) models. The models were fitted into generated item characteristic curves derived from the Armed Services Vocational Aptitude Battery. Results indicated that the 3-PL model is the least biased, but that for lower abilities it had both the highest mean square error and was the most fragile with respect to sampling fluctuations of the parameter estimates. It is recommended that the current practice of utilizing some method of restricting the variability of parameters continue to be employed (such as Bayesian priors, robust estimation, or fixing some parameters to be constant). (Author/BS)

ED 255 609 UD 024 158

Elsasser, Nan; And Others
Las Mujeres: Conversations from a Hispanic Community. Women's Lives/Women's Work Project.
REPORT NO.- ISBN-0-912670-70-3
PUB DATE- 80
NOTE- 189p.
AVAILABLE FROM- The Feminist Press, Box 334, Old Westbury, NY 11568 ($8.95--ISBN-0-912670-70-3, Paperback; Hardback also available--ISBN-0-912670-84-3); McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, NY 10020 (Paperback, ISBN-0-07-020445-5).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Biographies; Career Development; Elementary Secondary Education; Ethnic Discrimination; Family Problems; Family Relationship; *Females; *Hispanic Americans; Mexican Americans; Oral History; Personal Narratives; Sex Role; Social Change; Spanish Speaking; United States History
IDENTIFIERS- *Life Events; *New Mexico

The life stories of 21 Hispanic women of New Mexico spanning roughly four generations, are recorded in this book. Four sections ("But I Remember," "The Soul of the Home," "Little by Little," and "A Lighted Fire") develop these central themes: the shift from a rural to an urban environment; the struggle to preserve culture and traditions; changes in family relations; efforts to cope with discrimination; the striving for education; jobs and careers; service to family and community; and dedication to social change. In addition to the life stories, a number of documentary photographs and a glossary are included. (KH)

ED 255 414 SO 016 295

Williams, Elmer; Dalton, Don

Economic Education in the Social Studies Methods Course. A 12-Hour Instructional Module for Elementary Methods Professors.

Tennessee Univ., Chattanooga. Center for Economic Education.

PUB DATE- 84

NOTE- 158p.; For secondary methods module, see SO 016 296.

AVAILABLE FROM- Center for Economic Education, University of Tennessee, Chattanooga, TN 37402 ($6.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Economics Education; Elementary Education; Higher Education; Instructional Materials; Interdisciplinary Approach; Learning Activities; Learning Modules; Lesson Plans; *Methods Courses; *Social Studies; *Teacher Education

This 12-hour module of instruction is designed to help undergraduates in social studies methods courses integrate economics education into the elementary school social studies curriculum. The major purposes of the module are to (1) demonstrate how economics concepts can be integrated into social studies instruction, (2) reinforce or extend teacher education students' understanding of selected basic economic concepts, (3) develop an awareness of exemplary economic education instructional materials and sources of obtaining such materials, (4) demonstrate how social studies and economics instruction can be correlated with other subjects of the elementary school curriculum, (5) provide instruction in selected methodology appropriate for elementary school social studies and economic education instruction, and (6) assist users in conceptualization and development of selected materials for teaching economic concepts. Activities have been divided into six instructional blocks: "Scarcity and the Market System," "Decision-Making," "Factors of Production and Their Efficient Utilization," "Capital Goods and Productivity," "Money and Government," and "Classroom Economics Instruction and Sources of Assistance." Activities include problem solving, case studies, simulations, and participation at learning centers. Five of the six blocks are divided into two sections, each requiring 50 to 60 minutes for completion. Handouts are actual lesson plans that methods students can use in their instruction of elementary school students. (LH)

ED 255 459 SO 016 378

Literary Studies. Course HP04b: Part Time BA Degree Programme.
Griffith Univ., Brisbane (Australia). School of Humanities.
PUB DATE- 83
NOTE- 100p.; For related courses, see SO 016 371-385. Although readings designed to supplement the course are not included, complete bibliographic information is provided.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Course Content; Course Descriptions; External Degree Programs; Foreign Countries; Higher Education; Independent Study; *Literary Criticism; *Literature; Nontraditional Education
IDENTIFIERS- *Australia

This course, one of 16 sequential courses comprising phase one of a part-time Bachelor of Arts degree program in Australian Studies, examines the bases for the selection of particular works of Australian literature as classics. The roles played by educational curricula and by literary criticism in presenting an Australian literature in the context of an Australian society are considered. The course is designed for independent study combined with tutorial sessions. Chapter 1 is an introduction to the course and its study objectives. Chapter 2 deals with the meaning of literary traditions. Chapters 3, 4, and 5, examine the emergence of Australian literature, by focusing on Australian literary history, the intelligentsia, nationalism, and debate at the university level. Chapter 6, "New Definitions of Australian Literature," considers challenges to literary orthodoxy. Chapter 7 reviews the previous chapters. Materials for tutorial sessions cover chapters 1-6. Also included are lists of required readings, additional readings, a bibliography, and self-assessment questions. (IS)

ED 255 521 SP 025 995

Berkell, Dianne E.; Schmelkin, Liora Pedhazur

A Pre and Post-Practicum Comparison of Teacher Interns' Perceptions of Diagnostic Information.

PUB DATE- Oct 84

NOTE- 26p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Attitude Change; *Educational Diagnosis; Higher Education; Learning Disabilities; Practicums; *Special Education; Student Evaluation; Teacher Attitudes; Teacher Education; Teacher Effectiveness; *Teacher Interns

A study examined the perceptions of special education interns on a set of diagnostic constructs: (1) mental age; (2) developmental history; (3) IQ; (4) identifying information; (5) family history; (6) medical history; (7) receptive language; (8) fine motor coordination; (9) auditory discrimination; (10) memory; (11) written language; (12) self confidence; (13) visual discrimination; (14) attention span; (15) mathematics; (16) reading; and (17) gross motor coordination. Twenty-one students, enrolled in two sections of a university-based learning disabilities practicum, rated the similarity of all pairwise combinations of the concepts, and also rated each concept on four separate scales assessing importance of the information. Results are discussed in terms of their implications with regard to practical teacher-training considerations. (Author/JD)

ED 255 552 TM 850 193

Deboe, Marty; And Others
Writing to Read in the Portland Public Schools. 1983-84 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Nov 84
NOTE- 183p.; Small print in graphs in figures 6-9 and in Appendix D.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Attitude Measures; Beginning Reading; Computer Assisted Instruction; *Curriculum Development; Early Childhood Education; Formative Evaluation; *Instructional Innovation; Pilot Projects; Principals; *Program Implementation; *Reading Instruction; Teacher Attitudes; *Writing Instruction
IDENTIFIERS- Portland School District OR; *Writing to Read

Writing to Read is an instructional system with a language experience approach to developing early writing and reading skills for primary children. Designed for a laboratory setting, the system consists of computerized phoneme instruction, 10 student workbooks, and language development activities that emphasize writing as a preliminary activity to reading instruction. This formative evaluation documents the 1983-84 piloting of the Writing to Read system in 14 elementary and Early Childhood Education Centers in the Portland Public Schools, Oregon. Data were collected from: (1) program descriptions covering system management, Writing to Read stations, classroom adaptations, relation to the rest of the language arts curriculum, and teacher or building coordinator roles and responsibilities; (2) on-site observations of student and teacher behaviors; (3) monthly classroom progress records; (4) teacher opinionnaire; and (5) principal interviews on 14 topics. The evaluation recommendations for the Curriculum Department include: (1) clarifying the place of Writing to Read in the language arts program; (2) establishing pupil readiness criteria; (3) recognizing the self-management dimension and its effect on student outcomes; and (4) evaluating Writing to Read with alternative language lab systems. The appendices contain the data collection instruments, program descriptions, principals' comments, and classroom progress graphs. (BS)

ED 255 624 UD 024 200

Clark, M. L.; Ayers, Marla
Race, Gender and Reciprocity Effects on Friendship Similarity during Early Adolescence.
PUB DATE- Apr 85
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1985); For related document, see UD 024 187.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at...." (150)
DESCRIPTORS- *Adolescents; Black Students; *Friendship; Interpersonal Communication; Interpersonal Relationship; Junior High Schools; *Proximity; *Racial Differences; *Sex Differences; Sociometric Techniques; Whites
IDENTIFIERS- *Reciprocity; *Similarity Ratings

One hundred and thirty-six 7th and 8th graders were studied in order to investigate the effects of race, gender, and reciprocity on friendship similarity and proximity in early adolescence. Six measures were administered to participants to obtain data on their friendship choices, friendship proximity, degree of friendship satisfaction and commitment, interpersonal attitudes, verbal intelligence, personality, physical attractiveness, sex, and race. On the basis of these data, subjects were categorized into dyads based on three variables: reciprocity or mutuality, sex, and race. Further analysis yielded the following major findings: Female friends were more similar than male friends and Black friends were more similar than White friends, regardless of reciprocity. The reciprocal dyads consisted of more same-sex, same-race, and female friends. Cross-race friendships occurred less frequently than same-race friendships and more frequently than cross-sex friendships, and appeared to be closer in structure to White than Black friendships. And finally, cross-race friends appeared to have less contact with each other than same-race friends, and White friends had more in-school contact than Black friends. It is concluded that similarity and proximity are more important than reciprocity in understanding the nature of early adolescent friendships and that the nature of friendships differs as a function of race and gender. (CMG)

Law: The Language of Liberty. Supplemental Materials for Alabama Social Studies Teachers. Grade 4.

Alabama Administrative Office of Courts, Montgomery.

PUB DATE- Oct 81

NOTE- 100p.; For related documents, see SO 016 360-370. Produced with assistance from the Alabama State Department of Education, the Alabama Education Association, and the Alabama Council for School Administration and Supervision.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- American Indians; Citizenship Education; Courts; Criminal Law; Field Trips; Grade 4; Human Resources; Instructional Materials; Intermediate Grades; *Laws; Learning Activities; *Legal Education; Legal Responsibility; Lesson Plans; Puzzles; *Social Studies

IDENTIFIERS- *Law Related Education

Student activity pages, teacher background information, and lesson ideas for teaching about the law in social studies classrooms are provided in this supplementary packet. An introductory section provides a rationale for the unit, a guide to bringing law-related resource persons into the classroom, a teacher checklist for helping resource persons plan classroom visits, and a list of items to consider when planning field trips. Separate sections focus on rules and legal responsibility, rules in the community, the court system, civil and criminal law, Indian laws and customs, the Alabama Supreme Court, and the Alabama judicial system. Although the final sections are intended to teach about the legal system in Alabama, these sections can be adapted for use in other states. Each lesson includes an objective, step-by-step procedures, and reproducible student handouts. Activities include conducting student self-evaluations, recognizing and creating community signs, going on a field trip to a local courthouse, identifying roles of people in the courtroom, reading handouts on Indian law, and completing crossword puzzles and word-finds using legal terms. (LH)

ED 255 474 SP 025 746

Bafoua, Justin
An Examination of Indiscipline in Secondary Schools in the Congo.
African Curriculum Organisation.
SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 83
NOTE- 48p.; Document is printed in light type on colored paper and may not reproduce well. Requirement for the Post Graduate Diploma in Curriculum Development, University of Nairobi.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Colonialism; Developing Nations; *Discipline Problems; *Educational History; *Educational Policy; Expulsion; Family School Relationship; Foreign Countries; Government Role; Relevance (Education); *Secondary Education; *Student Behavior; Teacher Attitudes; Truancy
IDENTIFIERS- *Congo

The purpose of this study was to: (1) investigate some of the causes of lack of discipline in secondary schools in the Congo Republic according to teachers, students, and parents; (2) look into the effects that discipline problems have on the students' performances and their development as responsible citizens and (3) suggest or recommend measures that should be taken to minimize incidence of indiscipline within the educational system of the Congo. The historical background of education in the Congo is traced through the colonial and post-independence periods, and some of the anthropological reasons for relaxation of discipline in the schools are explored. Following a discussion on the purpose of the study, data collection and analysis techniques are described. A discussion is presented of the causes and consequences of indiscipline and its impact on the Congolese society. Some recommendations are set forth for improving the situation of indiscipline in the secondary schools. (JD)

ED 255 505 SP 025 961

Health: Grade Six. Interim Guide.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0151-1
PUB DATE- 83
NOTE- 108p.; For related documents, see SP 025 954-964.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Dental Health; Elementary Education; Environmental Education; Foreign Countries; Grade 6; *Health Education; Life Style; *Mental Health; *Nutrition; *Physical Health; *Safety; Socialization; Well Being
IDENTIFIERS- Manitoba

This health education guide for grade six is divided into six sections. A statement of the sub-goal for each section prefaces an outline for achieving that goal: (1) social-emotional well-being: to enhance self-awareness and increase skills that promote personal development and successful relationships; (2) physical well-being: to increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being; (3) nutrition: to develop proficiency in making food choices that maintain and promote well-being; (4) dental health: to develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being; (5) safety: to practice safety and survival procedures that promote individual and community well-being; and (6) environmental health: to understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources. The outline of each section includes objectives for students with a variety of activities from which to choose, and suggestions for the teacher. (JD)

ED 255 583 TM 850 231

Brandes, Barbara; Padia, William
Teacher Education and Computer Centers, 1983-84 Evaluation Report.
California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.
PUB DATE- 84
NOTE- 122p.
AVAILABLE FROM- California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814-4785.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Oriented Programs; Educational Technology; *Education Service Centers; Elementary Secondary Education; Financial Needs; *Inservice Teacher Education; Institutional Cooperation; Mathematics Instruction; *Program Evaluation; Science Instruction; *Staff Development; State Programs; State Surveys; Teaching Methods
IDENTIFIERS- *California State Department of Education; *Teacher Education and Computer Centers

In 1983, the California Legislature authorized and funded 15 Teacher Education and Computer Centers (TECCs) to provide staff development services to teachers and administrators. Incorporating earlier staff development programs into a single statewide system, TECCs provide: (1) computer technology instruction, including classroom applications; (2) teaching methodology training; (3) mathematics and science training; and (4) strategies and training for site-based staff development programs, including administering the AB 551 staff development grants. In addition, the SMERC (San Mateo Educational Resources Center) Library Computer Center (San Mateo County) provides an educational software library and clearinghouse to assist TECCs with software evaluation. This mandatory annual evaluation report describes the TECCs major accomplishments and challenges using data from site visits, interviews (with TECC staff, policy board members, and State Department of Education and Legislative staff), evaluation surveys, data base services and training documentation, and document analysis. While the TECCs are already a high payoff investment in educational reform, this report recommends (1) reallocating funds within TECCs to increase curriculum and capacity-building services; (2) strengthening the TECC Network through comprehensive planning, closer cooperation with the State Department of Education, and an improved data base for service documentation; and (3) legislative action to increase staff development incentives. Appendices contain: (1) TECC statutory authorization; (2) three evaluation instruments; and (3) a summary of 1983-84 TECC evaluation survey results. (BS)

ED 255 596 UD 024 144

Johnson, James A., Jr.
The Distribution of African American Children and Youth Among Broward County Elementary Schools.
Nova Univ., Fort Lauderdale, Fla.
PUB DATE- 30 Jan 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Educational Policy; Elementary Education; *Enrollment Trends; Racial Integration; *Racially Balanced Schools; Racial Segregation; School Desegregation; *School Segregation
IDENTIFIERS- *Broward County Public Schools FL

Elementary school enrollments for the Fall of 1983 in Broward County (Florida) were studied in order to test the following hypothesis: relevant policy promulgated by the Board of Education did not result in "racially" balanced elementary schools. These specific questions were addressed: (1) To what extent were the elementary schools of Broward County "racially" balanced? (2) To what extent were African American students accounted for in the enrollments of desegregated vs. segregated schools? (3) How did the distribution of African American students during school year 1983-84 compare with the distribution of all students? It was found that 38 percent of elementary schools were "racially" balanced; 34 percent of all students were enrolled in desegregated elementary schools; 6 percent of all African American students were enrolled in Euro-American segregated schools; and 63 percent of all African American students were enrolled in African American segregated schools. Great disparities between these two distributions existed in the remaining segregated elementary schools. In short, it is concluded, the Broward County elementary schools appear to have been composed of three mutually exclusive sets of schools during 1983-84. (Author/KH)

ED 255 430 SO 016 317

Melville, Keith, Ed.

The Soaring Cost of Health Care. 1984 National Issues Forum.

Public Agenda Foundation, New York, NY.

SPONS. AGENCY- Domestic Policy Association, Dayton, OH.

PUB DATE- 84

NOTE- 44p.; For other National Issues Forum publications, see ED 238 563 and SO 016 315-319.

AVAILABLE FROM- Order Dept., Domestic Policy Association, 5335 Far Hills Ave., Dayton, OH 45429 ($3.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Education; Citizen Participation; Cost Effectiveness; *Costs; Decision Making; *Federal Government; Government Role; *Medical Services; Policy Formation; *Public Policy; Secondary Education; Social Studies

Appropriate for secondary school social studies, this booklet covers the causes, problems, and possible solutions for the high cost of American health care. The topic is discussed in five sections. The first section, "The $350 Billion Health Care Bill," discusses how the nation's priority on health care has led to the emergence of medicine as America's leading growth industry. "RX for High Medical Bills: More Competition" discusses changes which would encourage consumers and providers to be more cost conscious. "The Government's Role" considers how costs could be confined by redefining that role. "The High Cost of Heroic Measures" questions whether the costs of new procedures are always justified. "Putting a Priority and a Price Tag on Health Care" deals with the need to humanely weigh the costs and benefits of medical care. Two self-administered questionnaires intended for completion before and after participation in a public forum or reading the booklet are included as well as a list of recommended readings. (IS)

ED 255 460 SO 016 379

Work in History. Course HP05a: Part Time BA Degree Programme.

Griffith Univ., Brisbane (Australia). School of Humanities.

PUB DATE- 83

NOTE- 129p.; For related courses, see SO 016 371-385. Although readings designed to supplement the course are not included, complete bibliographic information is provided.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Historical Materials (060)

DESCRIPTORS- Course Content; Course Descriptions; *Employment; External Degree Programs; Foreign Countries; Higher Education; History Instruction; Independent Study; *Modern History; Nontraditional Education; Social Change; *Social History

IDENTIFIERS- *Australia; Industrial Revolution

This course, one of 16 sequential courses comprising phase one of a part-time Bachelor of Arts degree program in Australian Studies, illustrates that the concept of work has not been a universal or historically consistent category. Some of the distinctive features of work in the Western world are covered, along with some effects of the Industrial Revolution on modern forms of work. This course is designed for independent study combined with tutorial sessions. Chapter 1 is an introduction to the course and its study objectives. Chapter 2, "Work as a Problem," deals with what distinguishes work from nonwork. Chapter 3, "Work in Traditional Societies," covers traditional economics. Chapter 4 deals with the impact of the Industrial Revolution on work. Chapter 5, "Time and Work in Traditional and Modern Societies," deals with labor, wages, and social change. Materials for the first tutorial deal with topics covered in chapters 1-3; the second tutorial is directed toward the remaining chapters and test preparation. Also included are lists of required readings, additional readings, a bibliography, and self-assessment questions. (IS)

ED 255 489 · SP 025 910

Cardiopulmonary Resuscitation in Manitoba Schools. A Supplement to the K-12 Physical Education Guide. Curriculum Support Series.

Manitoba Dept. of Education, Winnipeg.

REPORT NO.- ISBN-0-86497-115-x
PUB DATE- 83
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cardiovascular System; Emergency Programs; *First Aid; Foreign Countries; *Health Education; *Heart Disorders; High Schools; Medical Services
IDENTIFIERS- *Cardiopulmonary Resuscitation; Manitoba

This manual outlines the curriculum for the Heart Saver Program, designed for students in the tenth grade in Manitoba. It contains guidelines for instruction on: (1) risk factors of heart disease; (2) warning signals of heart attack; (3) factors involved in intervening in an emergency; (4) anatomy and physiology; (5) techniques for dealing with an obstructed airway; and (6) infant resuscitation. A lesson package offers plans for teaching all units of the curriculum. A resource list of media materials and training equipment is included. (JD)

Report of the Public's Attitudes toward the Public Schools in Maryland. An Adaptation of the 16th Annual Gallup Poll.

Maryland State Dept. of Education, Baltimore.

PUB DATE- 1 Oct 84
NOTE- 26p.; Poll proposed by Maryland Schools: People on the Grow, the Communication Project of the Maryland State Department of Education. The survey sample was designed by Survey Sampling, Inc., of Westport, Connecticut.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Discipline; *Educational Objectives; Elementary Secondary Education; Extracurricular Activities; Job Performance; Minimum Competency Testing; *Public Opinion; *Public Schools; School Community Relationship; *School Effectiveness; School Personnel; State Surveys; Teacher Salaries
IDENTIFIERS- *Gallup Poll; *Maryland; Telephone Surveys

This report presents results of the first Poll of the Public's Attitudes toward the Public Schools in Maryland. Based upon the 16th Annual Gallup Poll of the Public's Attitudes toward Public Schools, this statewide poll provides: (1) benchmark data on the attitudes toward public education of Maryland communities; (2) a vehicle for obtaining regular updates of the data; and (3) valid data to assist Maryland educators in correlating state, local, and national data. Data will be used to train educators in recognizing problems and maintaining communication networks with their publics. Poll results are presented for the nation, Maryland, parental status, sex, race, age groups, and educational levels. Results are organized in three parts: (1) overall ratings of public schools nationally, and of Maryland public schools, teachers, principals and administrators, school boards, and parents; and attitudes toward school tax increases; (2) general education issues such as goals of education, importance of extracurricular activities, attitudes toward a national graduation test, and schoolwork requirements; and (3) current issues such as major problems confronting the public schools, discipline, state teachers examinations, teachers salaries, and attitudes toward increasing the salaries of math and science teachers. The report is based on a random sample of 2,080 replies, drawn from 8,752 completed telephone interviews, in proportion to the number of households in each of Maryland's 24 school districts. (BS)

ED 255 568 TM 850 211

Cliff, Norman
Ordinal Measurement.
PUB DATE- 26 Aug 84
NOTE- 30p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at... (150) Reports - Research/Technical (143)
DESCRIPTORS- *Multiple Regression Analysis; *Questionnaires; Research Problems; Scores; *Statistical Analysis; *Test Interpretation; Test Theory; *True Scores
IDENTIFIERS- *Ordinal Scales

In almost all applications of measurement there is some sort of response by a human subject. Almost always, the response scale is ordinal, but almost always it is treated as if it were an interval measure. Methods for treating data ordinally are currently being developed in three areas: ordinal analysis for questionnaire responses, ordinal approaches to multiple regression, and an ordinal true score theory. Each of these areas is discussed in detail. In all of them, a major concern has been to stay as close as possible to the form in which the data are presented. When the data are dichotomous, statistics are used that measure the degree of agreement with the least distortion due to extraneous factors. Least squares statistics are avoided as a criterion of fit whenever possible. Kendall's tau, or one of its variations, is used as a measure of correlation. While success is not complete in these ordinal data analysis methods, there is enough of it to suggest that it could be extensive. (BW)

ED 255 610 UD 024 159

Sahai, Hardeo
Studies on Sociocultural Issues Involving Hispanics in the Military: An Annotated Bibliography.
Army Quartermaster School, Ft. Lee, Va.
REPORT NO.- USAREC-RM-84-2
PUB DATE- Apr 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Acculturation; *Armed Forces; Biculturalism; Cultural Differences; Culture Conflict; Enlisted Personnel; Hispanic American Culture; *Hispanic Americans; Limited English Speaking; *Military Personnel; Minority Groups; Recruitment; Religion; Role Perception; Self Concept; Social Behavior; *Sociocultural Patterns; Values

This report presents an annotated bibliography of literature dealing with sociocultural issues involving Hispanics in the military, particularly the Navy. The 35 entries deal with such topics as the following: enlistment and recruitment, acculturation, language, religious beliefs, locus of control, biculturalism, family values, culture conflict, cultural differences, achievement attitudes, self concept, attitudes toward authority, social attitudes, and role perceptions. In three appendices major authors are listed by year of publication; second, third, and subsequent authors are listed alphabetically; and a subject index is provided. (RDN)

ED 255 522 SP 025 996

Benton, Cynthia J.

Predicting Occupational Persistence: A Comparison of Teachers and Five Other Occupational Groups.

PUB DATE- 85

NOTE- 71p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Career Change; Comparative Analysis; *Individual Differences; *Labor Turnover; Teacher Characteristics; *Teacher Persistence; *Teaching (Occupation)

Using data from the National Longitudinal Study of the Class of 1972, a study examined individual and environmental characteristics which predicted occupational turnover in the three-year period after college graduation. Discriminant analysis was used to distinguish determinants of persistence in six occupations. Three were considered to be in the organizational/social realm (teaching, nursing, and social work), and three in the technological realm (computer science, engineering, and accounting). Individual characteristics were found to be most significant in differentiating between groups of persisters and dropouts in social service occupations, while external variables were most significant in determining turnover for the technical professions. Significant differences in turnover were found among the occupational groups. Teachers were found to differ significantly from other occupations on all variables in relationship to turnover. Theoretical and policy implications are discussed. (Author/JD)

ED 255 553 TM 850 194

Polydorides, Georgia

Factors Affecting Student Achievement in the Greek Educational System.

PUB DATE- Apr 84

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Academic Aspiration; Achievement Gains; *College Admission; *College Entrance Examinations; Comparative Analysis; Equal Education; Family Characteristics; Foreign Countries; High Schools; *Performance Factors; *Social Influences; Student Characteristics; Teacher Characteristics

IDENTIFIERS- *Greece

The objective of this study is to examine factors influencing student achievement in Greece at the end of secondary schooling with special emphasis on the national examination, based on which selection in higher education is determined. The identification of these factors and their hierarchical contribution to achievement is investigated in a model which includes three subsequent stages involving: (1) achievement of applicants, (2) achievement of all successes in higher education, and (3) achievement of successes in university education. The data on which this study is based are derived from a 10 percent random sample of high school students throughout Greece. Factors addressed include in-school achievement, national examination achievement, school and teacher characteristics, personal characteristics, family characteristics, previous school achievement, and aspirations (curriculum track). Results show that achievement in high school is related more to previous school attainment and less to family social characteristics or personal characteristics while achievement in the national entrance examination is related primarily to curriculum track, previous attainment, followed by family social characteristics. Statistical tables reflecting multiple regression and correlation analyses on all factors are appended. (Author/EGS)

ED 255 415 SO 016 296

Williams, Elmer; Dalton, Don
Economic Education in the Social Studies Methods Course. A 12-Hour Instructional Module for Secondary Methods Professors.
Tennessee Univ., Chattanooga. Center for Economic Education.
PUB DATE- 84
NOTE- 123p.; For elementary methods module, see SO 016 295.
AVAILABLE FROM- Center for Economic Education, University of Tennessee, Chattanooga, TN 37402 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics Education; Higher Education; Instructional Materials; Interdisciplinary Approach; Learning Activities; Learning Modules; Lesson Plans; *Methods Courses; Secondary Education; *Social Studies; *Teacher Education
IDENTIFIERS- Economic Concepts

This 12-hour module of instruction is designed to help undergraduates in social studies methods courses integrate economics education into the secondary school social studies curriculum. The major purposes of the module are to (1) reinforce or extend teacher education students' understanding of selected basic economic concepts, (2) develop an awareness of exemplary economic education instructional materials and sources for obtaining such materials, (3) demonstrate how economic education can be correlated with other major concerns of social studies education such as global education and consumer education, (4) provide instruction in selected methodology appropriate for secondary school social studies and economic education instruction, and (5) assist users in their efforts to develop instructional materials for teaching economic concepts to secondary school students. Activities are divided into six instructional blocks: "Scarcity and Allocation Systems," "Market Systems," "Production," "Money and Banking," "Government in the Marketplace," and "Classroom Economics Instruction--Sources of Assistance." Five of the six instructional blocks are divided into two sections, each requiring 50 to 60 minutes for completion. Activities include simulations, case studies, organizational and computational skill development, and group work. Handouts and materials can be used directly with secondary school students. Out-of-class assignments and an evaluation of the module are included. (LH)

ED 255 475 SP 025 753

Ouedraogo, Mathieu R.
An Analysis of Some Factors That Affect Curriculum Implementation in Upper Volta.
African Curriculum Organisation.
SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- Oct 83
NOTE- 86p.; Document is printed in light type on colored paper and may not reproduce well. Requirement for the Post Graduate Diploma in Curriculum Development, University of Nairobi.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Curriculum Development; Developing Nations; Educational Attitudes; *Educational Objectives; Elementary Secondary Education; Foreign Countries; Government Role; *Language of Instruction; *Negative Attitudes; *Relevance (Education); Social Change; Teacher Education; Vocational Education
IDENTIFIERS- *Upper Volta

Proposed reforms in the educational system of Upper Volta have brought to the surface a variety of opposing and negative reactions against implementing suggested changes. Factors that have emerged to hamper change are: (1) language of instruction (French vs Voltaic); (2) concentration on productive instruction (e.g., animal husbandry) gives rise to fears about obstruction for the student who may be socially upwardly mobile; (3) parents' negative attitudes; (4) difficulty in recruiting and training teachers; (5) differences between urban and rural needs and opportunities; and (6) the question of the role the government should play in education. Descriptions of the methodology, data computation, and analysis of findings from a survey are given as a well as a summary of the findings and conclusions. Some recommendations are made on training teachers and school administrators, and the role curriculum developers should play in implementing changes. (JD)

Sport Skills (Selected). Curriculum Support Series.
Manitoba Dept. of Education, Winnipeg.

REPORT NO.- ISBN-08497-0121-4
PUB DATE- 83
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Athletics; Elementary Secondary Education; Foreign Countries; Lifetime Sports; *Outdoor Activities; *Physical Education; *Skill Development; *Team Sports
IDENTIFIERS- Manitoba

This resource package provides an overview of basic physical education skills. The first section describes the rationale, lists the objectives, and provides a scope and sequence chart indicating the times at which different activities can be introduced. The next three sections contain lists of the basic sport skills as well as teaching and observing points. These are organized by activity and include a sample lesson plan for each activity. The following sports are covered: (1) basketball; (2) team handball; (3) volleyball; (4) field hockey; (5) flag football; (6) rugby; (7) soccer; (8) softball; (9) badminton; (10) tennis; (11) archery; and (12) golf. References and teaching aids are appended. (JD)

Health: Grade Seven. Interim Guide.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0152-X
PUB DATE- 83
NOTE- 114p.; For related documents, see SP 025 954-964.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Dental Health; Disease Control; Environmental Education; Foreign Countries; Grade 7; *Health Education; Life Style; *Mental Health; *Nutrition; *Physical Health; Public Health; *Safety; Secondary Education; Socialization; Well Being
IDENTIFIERS- Manitoba

This health education guide for grade seven is divided into six sections. A statement of the sub-goal for each section prefaces an outline for achieving that goal: (1) social-emotional well-being: to enhance self-awareness and increase skills that promote personal development and successful relationships; (2) physical well-being: to increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being; (3) nutrition: to develop proficiency in making food choices that maintain and promote well-being; (4) dental health: to develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being; (5) safety: to practice safety and survival procedures that promote individual and community well-being; and (6) environmental health: to understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources. The outline of each section includes objectives for students with a variety of activities from which to choose, and suggestions for the teacher. (JD)

ED 255 569 TM 850 212

Matthews, Doris B.

Operationalization of Burnout.

South Carolina State Coll., Orangeburg.
PUB DATE- Feb 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Attitude Measures; *Burnout; *Employee Attitudes; *Job Satisfaction; Negative Attitudes; Personnel Evaluation; Self Evaluation (Individuals); *Supervisors; Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Self Report Measures

This study was designed to develop instruments to measure employee burnout. The Matthews Burnout Scale for Employees is a 50-item self-report measure. The Matthews Burnout Scale for Supervisors is a 50-item scale for use in evaluating employee burnout. Content-based items were tested for construct validity with a group of employees, and their supervisors, previously identified as being on the extreme ends of the burnout continuum. Discriminant analysis was used to determine those items which were successful in identifying the two groups. The resulting questionnaires are content and construct valid. Subsequent study with employees and their supervisors from a wide variety of workplaces established that both scales have high reliabilities and may be used in the workplace and research. Diagnosis of employee burnout enables the organization to institute intervention, or preventive, strategies. Items being considered for new questionnaires, the burnout scales, and the means and standard deviations of the instruments are included in the appendices. (DWH)

ED 255 597 UD 024 145

Hawaiian Studies Curriculum Guide. Grade 4.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
PUB DATE- Apr 84
NOTE- 649p.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Cultural Awareness; *Culture; Curriculum Guides; Elementary Education; Family Role; Food; *Geography; *Grade 4; Hawaiian; Hawaiians; Housing; Instructional Materials; Migration; Recreational Activities; Religion; Social Structure; *State History
IDENTIFIERS- *Hawaii; *Hawaiian Studies

This curriculum guide to Hawaiian Studies for fourth graders is designed to be used in conjunction with a social studies guide called "Early Hawaiian Life." The curriculum guide is divided into ten units dealing with the following topics: geography; migration-canoe building; land division; society and government--family; society and government--social structure; society and government--religion; food--agriculture; food--fishing; shelter; and kapa (barkcloth). Each unit is preceded by an overview section which presents at a glance the subject areas into which the Hawaiian Studies instruction is integrated (social studies, science, language arts, health, music art, games and recreation, and in one unit, math); the major lesson topics taken up within each subject area; student objectives; and references to unit appendices which contain teacher/student readings and worksheets, teacher background material, and songs and illustrations. The overview is followed by instructional activities and the appendices. An introduction to the guide includes discussions of the role of the teacher and the Kupuna (Hawaiian-speaking elders) in the program, and of the study of culture through dramatic inquiry. General appendices contain basic Hawaiian vocabulary lists, maps, a list of Hawaiian concepts depicted in the guide's artwork, and bibliographic materials. (KH)

ED 255 611 UD 024 161

An Exploratory Study of the Impact of Parent Advisory Councils on the Management and Administration of Title I Programs at the Local Level. Volume II Final Report and Volume III Appendices.
CPI Associates, Inc., Dallas, TX.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 79
NOTE- 377p.; Volume I of this study, an executive summary, is no longer available.
CONTRACT- 400-77-0097
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Role; *Compensatory Education; Data Collection; Educational Change; Educational Legislation; Educationally Disadvantaged; Elementary Secondary Education; Federal Programs; Interviews; *Parent Influence; Parent School Relationship; *Program Administration; Program Effectiveness; *Program Implementation; Recruitment; Research Methodology; *School Districts
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Parent Advisory Councils

This report details the theoretical framework, methodology, and findings of research into the impact of Parent Advisory Councils (PACs) on the management and administration of Title I programs at the local level. The eight school districts studied were selected because they varied in their orientations toward PAC involvement in Title I, and in geographical location, urban/rural character, and local education agency (LEA) size. Chapter I provides an introduction. Chapter II contains a description of the theoretical framework underlying the study. In Chapter III activities related to data collection are described. Included in the discussion are descriptions of the sample of school districts and respondents within them, data collection instruments, data collection procedures, and issues surrounding the interpretation of data. Chapter IV presents the study's findings. These findings are organized around the theoretical framework set forth in Chapter II; discussion thus focuses on the impact of PACs, PAC activities, PAC membership, characteristics, PAC responsibilities, recruitment of PAC members, external constituencies of PACs, and LEA and state education agency orientations toward PACs. In Chapter V the conclusions and implications of the findings are elaborated. Volume III of the study consists of three appendices. Appendix I documents the study's instrumentation. Appendix II shows in tabular form the variations in responses to questions contained in the interview schedules. Finally, appendix III provides 6 tables of statistical data to support the findings detailed in volume I. (RDN)

ED 255 625 UD 024 201

Johnson, Patricia A.; And Others
Asian and Pacific Islander Population by State: 1980. Census of Population Supplementary Report.
Bureau of the Census (DOC), Suitland, Md. Population Div.
REPORT NO.- PC80-S1-12
PUB DATE- Dec 83
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Asian Americans; Chinese Americans; Demography; Filipino Americans; *Geographic Distribution; Hawaiians; Immigrants; Indians; Japanese Americans; Korean Americans; *Pacific Americans; *Population Distribution; Refugees; Samoan Americans; Sampling; Statistical Analysis
IDENTIFIERS- *Census 1980; Guam; Southeast Asians

This report presents 1980 census data on the geographic distribution of Asians and Pacific Islanders in the United States. The 1980 census was the first one to identify the total Asian and Pacific Islander population and its subgroups. Information on the total Asian and Pacific Islander population is shown for the United States, regions, divisions, and States. Data for the same areas are also presented for the Chinese, Filipino, Japanese, Asian Indians, Vietnamese, Korean, Hawaiian, Guamanian, Samoan, and "Other Asian and Pacific Islander" populations. The introduction discusses (1) the distribution of the total Asian and Pacific Islander population and its status as one of the fastest growing groups of the 1970's; (2) the composition and distribution of the Asian population; (3) recent arrivals from Southeast Asia; and (4) the composition and distribution of the Pacific Islander population. A chapter on definitions and explanations is provided, along with an appendix discussing the accuracy of the data. In addition to ten text tables there are five detailed tables: (1) Asian and Pacific Islander Population: 1980; (2) Percent Distribution of the Asian and Pacific Islander Population: 1980; (3) Total Asian and Pacific Islander Population by Rank: 1980 and 1970; (4) Asian Population: 1980; and (5) Pacific Islander Population by Type: 1980. (RDN)

ED 255 431 SO 016 318

Melville, Keith, Ed.
Jobs and the Jobless in a Changing Workplace. 1984 National Issues Forum.
Public Agenda Foundation, New York, NY.
SPONS. AGENCY- Domestic Policy Association, Dayton, OH.
PUB DATE- 84
NOTE- 43p.; For other National Issues Forum publications, see ED 238 563 and SO 016 315-319.
AVAILABLE FROM- Order Dept., Domestic Policy Association, 5335 Far Hills Ave., Dayton, OH 45429 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Citizen Participation; Decision Making; *Economics; Employment; *Government Role; *Labor Market; Policy Formation; *Public Policy; Secondary Education; Social Studies; *Unemployment

Appropriate for secondary school social studies, this booklet considers the decline of certain basic industries in the United States and the unemployment which accompanies this decline. The document contains five sections. Section one, "The Blue-Collar Blues," examines the uneven nature of the current economic recovery, which has left many unemployed in industries that were once the core of the nation's economy. "The Visible Hand of Uncle Sam" discusses whether current problems indicate too much or too little government intervention. "Competing in an International Economy" covers the controversy over protectionist measures. "What Do We Owe to the Unemployed?" discusses unemployment programs and the larger issue of what aid the government should provide. The fifth section, "Help Wanted," concludes the booklet by stressing the need to develop measures to ease the difficulties of unemployment and economic change. Two self-administered questionnaires intended for completion before and after participation in a public forum or reading the booklet are included as well as a list of recommended readings. (IS)

ED 255 446 SO 016 365

Law: The Language of Liberty. Supplemental Materials for Alabama Social Studies Teachers. Grades 5-6.

Alabama Administrative Office of Courts, Montgomery.

PUB DATE- Oct 81

NOTE- 102p.; For related documents, see SO 016 360-370. Produced with assistance from the Alabama State Department of Education, the Alabama Education Association, and the Alabama Council for School Administration and Supervision.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- American Indians; Case Studies; Comparative Analysis; Courts; Criminal Law; Cross Cultural Studies; Grade 5; Grade 6; Human Resources; Instructional Materials; Intermediate Grades; Justice; *Laws; Learning Activities; *Legal Education; Legal Responsibility; Lesson Plans; Puzzles; Role Playing; *Social Studies

IDENTIFIERS- *Law Related Education

Student activity pages, teacher background information, and lesson ideas for teaching about the law in social studies classrooms are provided in this supplementary packet. An introductory section provides a rationale for the unit, a guide to bringing law-related resource persons into the classroom, a teacher checklist for helping resource persons plan classroom visits, and a list of items to consider when planning field trips. Separate sections focus on the distinction between law and custom, legal responsibility, the historical development of law, freedom and justice, criminal law, courtroom procedures, and the laws and customs of other cultures. Each lesson includes an objective, step-by-step procedures, and reproducible student handouts. Activities include analyzing tables for content related to freedom and justice; tracing the history of laws; analyzing case studies of various criminal offenses (e.g., petty larceny, truancy, vandalism, breaking and entering, and assault and battery); role-playing court procedures; and reading about the laws and customs of the Eskimo, various Canadian tribes, the Iroquois, the Aztec, the Inca, and Canadian and Mexican governments. A chart comparing the governments of the United States, Mexico, and Canada concludes the final chapter. (LH)

ED 255 461 SO 016 380

Work in Australia. Course HP05b. Part Time BA Degree Programme.
Griffith Univ., Brisbane (Australia). School of Humanities.
PUB DATE- 83
NOTE- 89p.; For related courses, see SO 016 371-385. Although readings designed to supplement the course are not included, complete bibliographic information is provided.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Course Content; Course Descriptions; *Economics; *Employment; External Degree Programs; Females; Foreign Countries; Futures (of Society); Higher Education; Independent Study; Labor Force; Labor Relations; Males; Nontraditional Education; Sex Differences
IDENTIFIERS- *Australia

This course, one of 16 sequential courses comprising phase one of a part-time Bachelor of Arts degree program in Australian Studies, investigates work in contemporary Australian society, with particular attention paid to whether housework falls into the category of work, current economic crisis, the role of trade unions, and the effects of capitalism. The course is designed for independent study combined with tutorial sessions. Chapter 1 is an introduction to the course and its study objectives. Chapter 2, "The Shape of Work in Australia," gives an overview of the Australian economy and some issues in economic theory. Chapter 3, "Industrial Relations," deals with strikes and worker discontent. Chapter 4, "The Labor Process," covers theoretical perspectives on labor, and Chapter 5, "The Future of Work and Work of the Future" questions whether there will be enough work to meet employment demands in the future. Materials for tutorial one require students to examine news coverage of economic issues; tutorial two has students present a case for what is occurring in the labor force. Also included are lists of required readings, additional readings, a bibliography, and self-assessment questions. (IS)

ED 255 523 SP 025 997

McGeever, James M.
Retraining Programs to Alleviate Teacher Shortages in Mathematics and Science.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, March 31-April 4, 1984, Chicago, IL).
CONTRACT- 400-83-0001-P-6
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Legislation; *Mathematics Teachers; *Program Effectiveness; *Retraining; *Science Teachers; Secondary Education; Secondary School Teachers; Teacher Certification; Teacher Education Programs; Teacher Qualifications; *Teacher Shortage

Four successful mathematics and science teacher retraining programs are described. The programs were based on identified local teacher shortages and continued as long as the need existed. Trainers had a thorough mastery of context and method and were able to relate to the adult learner. Trainees were experienced and successful teachers from other subject areas with established classroom management skills who had an aptitude and desire to learn and teach mathematics and science. Effective programs had close cooperation with local school districts, state education agencies, and institutions of higher education. Trainees were provided opportunities to practice teaching with a master teacher, beginning with short period of teaching relatively easy subject matter, and gradually progressing to longer periods of teaching more complex content. Initiating agencies in successful programs monitored the progress of individual trainees and assumed a nuturing role in regard to their development as mathematics and science teachers. (JD)

ED 255 539 TM 850 093

Wilson, Kenneth M.
Foreign Nationals Taking the GRE General Test during 1981-82: Selected Characteristics and Test Performance.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-RR-84-39; GRE-BPR-81-23bP
PUB DATE- Dec 84
NOTE- 130p.; For a related document, see ED 251 484. Small print in tables, figures, and exhibits.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; Comparative Analysis; *English (Second Language); *Foreign Nationals; Graduate Students; Higher Education; Majors (Students); *Profiles; Sex Differences; Student Characteristics; Test Interpretation; *Test Results
IDENTIFIERS- *Graduate Record Examinations

During 1981-82 approximately 17 percent of all Graduate Records Examinations (GRE) General Test takers were foreign nationals from over 140 countries. Heavily concentrated in scientific-technical fields, foreign nationals made up almost one-half of all engineering and one-third of all math-science examinees. Most were non-native English speakers whose average verbal and analytical scores were considerably lower than those of native English speakers (both U.S. and foreign) in similar fields. Foreign examinees' English language background did not affect the quantitative mean profile which was similar to that of U.S. examinees. Detailed comparative profiles of GRE performance data are provided for the general foreign and U.S. examinee populations, and for foreign examinees classified by country of citizenship. In addition, the study analyzes GRE group performance of foreign and U.S. examinees by age, sex, reported English language communication status, intended graduate field, U.S. vs other undergraduate origin, repeater vs nonrepeater status, and other personal, academic, and testing-related characteristics. Study findings suggest that GRE General Test data (especially verbal and analytical test data) generated by non-U.S. citizens from non-native English speaking societies should not be treated as comparable to test data for U.S. examinees or examinees from other native-English speaking societies. (Author/BS)

ED 255 584 TM 850 232

Frechtling, Joy; And Others
A Review of Programs and Stratigies Used in Other American School Systems for Improving Student Achievement.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Jul 84
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Class Size; Compensatory Education; Educational Research; Elementary Secondary Education; Federal Programs; Learning Strategies; Literature Reviews; *Low Achievement; Mastery Learning; *Minority Group Children; National Programs; *Performance Factors; Private Schools; *Program Effectiveness; School Districts; Teaching Methods
IDENTIFIERS- Teacher Expectations

To support a comprehensive look at the problem of increasing minority student achievement in the Montgomery County Schools (Maryland), this report reviews the literature to identify factors affecting minority achievement and to learn from 20 years of programs aimed at low achievers. Section I describes three types of intervention programs: (1) federal/national (Headstart and other early intervention programs, Chapter I and other compensatory approaches, and the privately developed People United to Save Humanity, PUSH-EXCELL program; (2) private school programs; and (3) public school district programs in the District of Columbia, New York City, Austin, and San Diego. Section II reviews the findings on strategy effectiveness at the overall school level (principal leadership, school climate, grade organization, class size, ability grouping, and pullout instruction), the classroom level (time-on-task, curricular variation, direct instruction, teacher feedback, teacher expectations, teaching strategies, student team learning, and mastery learning), and out-of-school (community and parental involvement). Based on these findings Section III recommends further analysis of variables shown to enhance low-achieving students' performance: class size reduction to 15 or less; student team learning and teacher training programs such as Teacher Expectations and Student Achievement (TESA); and mastery learning programs. (BS)

ED 255 491 SP 025 913

Winter Activities. Curriculum Support Series. A Supplement to K-12 Physical Education Curriculum Guide.

Manitoba Dept. of Education, Winnipeg.

PUB DATE- 83

NOTE- 66p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Athletics; Elementary Secondary Education; Foreign Countries; *Games; *Outdoor Activities; Physical Education; *Playground Activities; *Team Sports

IDENTIFIERS- Manitoba; *Winter Sports

This resource package was designed to provide activities that will improve student knowledge of and skill in wintertime and out-of-doors recreational pursuits. Winter games and sports appropriate for children from kindergarten through grade 10 are described. Teaching methods and learning objectives are discussed and sample lesson plans are provided for different age levels. Descriptions of winter activities are given of both large and small group offense and defence activities, and games that require simple or low organization that may be played on snow or ice and involve two or more players are explained. Some Eskimo games are also described. A 22-item bibliography is included. (JD)

ED 255 507 SP 025 963

Health: Grade Eight Interim Guide.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0153-8
PUB DATE- 83
NOTE- 122p.; For related documents, see SP 025 954-964.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Dental Health; Environmental Education; First Aid; Foreign Countries; Grade 8; *Health Education; Life Style; *Mental Health; *Nutrition; *Physical Health; *Safety; Secondary Education; Socialization; Well Being
IDENTIFIERS- Manitoba

This health education guide for grade eight is divided into six sections. A statement of the sub-goal for each section prefaces an outline for achieving that goal: (1) social-emotional well-being: to enhance self-awareness and increase skills that promote personal development and successful relationships; (2) physical well-being: to increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being; (3) nutrition: to develop proficiency in making food choices that maintain and promote well-being; (4) dental health: to develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being; (5) safety: to practice safety and survival procedures that promote individual and community well-being; and (6) environmental health: to understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources. The outline of each section includes objectives for students with a variety of activities from which to choose, and suggestions for the teacher. (JD)

ED 255 554 TM 850 195

Schmidt, Frank L.
From Validity Generalization to Meta-Analysis: The Development and Application of a New Research Integration Procedure.
PUB DATE- 2 Apr 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Effect Size; Error of Measurement; Estimation (Mathematics); *Generalizability Theory; *Meta Analysis; Occupational Tests; Test Validity
IDENTIFIERS- Glass (GV); Office of Personnel Management

This paper describes how work by the United States Office of Personnel Management on the generalizability of employment test validities led to the development of a widely applicable meta-analysis method. The method focuses strongly on estimating the true variance of study correlations and effect size. This validity generalization procedure has been applied to over 500 research literatures in employment selection--each one representing a predictor-job performance combination. This procedure goes beyond the Glass methods of meta-analysis in providing methods for correcting both variances and means of correlations or effect sizes for the distorting effects of the artifacts of sampling error, measurement error, and range restriction. These meta-analysis methods have been successfully applied to non-employment selection topics. Twenty-seven references are listed. (BS)

ED 255 598 UD 024 146

Hawley, Willis D.; And Others
Strategies for Effective Desegregation.
REPORT NO.- ISBN-0-669-05722-3
PUB DATE- 83
NOTE- 210p.
AVAILABLE FROM- Lexington Books, D.C. Heath and Company, 125 Spring Street, Lexington, MA 02173 ($26.50 per copy).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Change Strategies; Community Involvement; *Desegregation Effects; Desegregation Plans; Elementary Secondary Education; Housing Discrimination; Inservice Education; Neighborhood Integration; Parent Participation; *Program Effectiveness; Program Implementation; Racial Relations; *School Desegregation; School Districts; Student Placement

A synthesis of existing research and commentary, this book seeks to clarify the national experience with school desegregation and to identify ways of maximizing the potential benefits and reducing the possible costs of desegregation. Chapters 1 and 9 discuss assumptions about the overall consequences of desegregation, while Chapters 2 through 8 discuss and identify strategies that appear to be effective in developing and implementing desegregation plans. The chapters cover these specific areas: (1) facts and fantasy about the consequences of desegregation; (2) identifying strategies for effective school desegregation; (3) pupil-assignment strategies; (4) using school desegregation to effect housing desegregation; (5) preparing and involving parents and the community; (6) organizing at the district level for continuing implementation; (7) changes within desegregated schools; (8) inservice training for school desegregation; (9) myths, false promises, and possibilities. (Chapters 3 through 8 present a revised version of the summary book of the project, "Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies." The project's methodology for interviewing local and national desegregation experts is described in an appendix to this book.) (Author/KH)

ED 255 416 SO 016 300

Winston, Barbara J.
Map and Globe Skills: K-8 Teaching Guide. Topics in Geography, No. 7.
National Council for Geographic Education.
PUB DATE- 84
NOTE- 48p.
AVAILABLE FROM- National Council for Geographic Education, Western Illinois University, Macomb, IL 61455 ($5.00, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cartography; Concept Formation; Curriculum Development; Distance; Elementary Education; *Geography Instruction; Junior Hig Schools; Learning Activities; Locational Skills (Social Studies); *Map Skills; Media Selection; *Skill Development; Symbolism
IDENTIFIERS- *Globes

This publication is intended for those who wish to design or evaluate a map and globe skills program across several grade levels. The introduction discusses general considerations underlying effective map and globe skills instruction. A grade-by-grade outline of a map and globe skills program provides recommendations for the following categories: using symbols, finding location, orienting and using directions, using scale and finding distance, and selecting media (i.e., comparing advantages and disadvantages of different kinds of media, including maps or globes, for communicating different kinds of information). For each category, learning suggestions are made for developing supportive concepts and skills. For example, at the kindergarten level, under the category of "Using Symbols," one of the skills that children should be taught is that of reporting information. The children might do this by constructing a three-dimensional model on the floor of the classroom using blocks, toy cars, and trucks to model a familiar scene. The guide concludes with a five-page reference list. (RM)

ED 255 447 SO 016 366

Law: The Language of Liberty. Supplemental Materials for Alabama Social Studies Teachers. Grade 7.

Alabama Administrative Office of Courts, Montgomery.

PUB DATE- Oct 81

NOTE- 26p.; For related documents, see SO 016 360-370. Produced with assistance from the Alabama State Department of Education, the Alabama Education Association, and the Alabama Council for School Administration and Supervision.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Comparative Analysis; Controversial Issues (Course Content); Democratic Values; Grade 7; Instructional Materials; Junior High Schools; Justice; *Laws; Learning Activities; *Legal Education; Lesson Plans; Political Influences; Puzzles; Social History; *Social Studies

IDENTIFIERS- *Law Related Education

Activities for teaching about law in social studies classrooms are presented. Six generalizations have been identified to enable students to conceptualize law and justice and consider the ways in which law and order have been interpreted by different societies at different times in history: (1) society is organized rather than formless, (2) social institutions change when human needs change, (3) a continuous issue in politics is the liberty of the individual versus the authority of the government, (4) a democratic society derives its strength from the effective functioning of the multitude of groups that it contains, (5) each society has empowered a body to make decisions and establish social regulations, and (6) decisions, policies, and laws of society reflect and are based on values, beliefs, and traditions. Based on these generalizations, the activities in Section I help students develop a timeline of the law, analyze brief summaries of various trials throughout history, discuss the universal need for laws and hypothetical situations involving contemporary moral values, and select projects for teaching about laws and justice in different societies. Designed to help students understand legal terminology, activities in Section II include a vocabulary exercise, a word-find, a word game, and a legal codes puzzle. (LH)

Davis, Melvin, Ed.; And Others
Prospective Black Teachers and the Closing Door: Strategies for Entry.
Alabama Center for Higher Education, Birmingham.
PUB DATE- 84
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aptitude; Admission Criteria; *Black Teachers; Curriculum Development; *Educational Status Comparison; Elementary Secondary Education; Minimum Competency Testing; Reading Ability; *Teacher Education Programs; *Teacher Qualifications; Teacher Recruitment; *Test Wiseness
IDENTIFIERS- Alabama

The following papers are presented in this publication: (1) "The Technology of Teacher-Competency Testing" (Cordell Wynn); (2) "The Black Public School Teacher: Alabama's Endangered Species" (Charlena Bray); (3) "Early Identification and Preparation for Successful Entry into Teacher Education Programs" (M. Carolyn Thomas and Kathleen P. Tyler); (5) "Tutoring Children in Kindergarten through Grade 3: A Model for Improving Teacher Education Majors' Basic Skills" (Maudie M. Williams); (6) "Self-Perceptions, Locus of Control, and Perceptions of High School Students Regarding Standardized Testing and Teaching as a Career" (James Clay, Olivia Sanders, Nell Anthony, and Earnest Dees); (7) "Test-Taking Skills of Rural Alabama High School Students" (Katie Blanding and Earnest Dees); (8) "A Comparative Analysis of Test-Taking Skills and Content-Based Instruction Upon SAT Test Scores" (Howard Davis); (9) "Improving Analytical Skills of Minority High School Students: Implications for Test-Taking" (Beatrice B. Morse); (10) "Effect of an Innovative Program Upon Tenth Graders' Reading Achievement" (Ralph J. Bryson and Nora D. Lawson); and (11) "Assessing Curriculum Development in Perry County, Alabama: The CIPP Model as a Suggested Evaluation Framework" (Paul Brantley and Melvin Davis). (JD)

Green, Bert F.; And Others

A Plan for Scaling the Computerized Adaptive Armed Services Vocational Aptitude Battery (ASVAB). Research Report 83-1.

Johns Hopkins Univ., Baltimore, Md. Dept. of Psychology.
SPONS. AGENCY- Navy Personnel Research and Development Center, San Diego, Calif.
REPORT NO.- MPL-TN-85-2
PUB DATE- Feb 85
NOTE- 73p.
CONTRACT- N00014-80-K-304
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; Adults; *Aptitude Tests; *Computer Assisted Testing; Latent Trait Theory; Military Personnel; *Scaling; Scores; Test Construction; Testing; *Vocational Aptitude
IDENTIFIERS- *Armed Services Vocational Aptitude Battery; Test Equivalence

The Navy Personnel Research and Development Center is developing a computerized adaptive test (CAT) administration, scoring, and reporting system for use in the selection and classification of military applicants. Scaling of the CAT version of the Armed Services Vocational Aptitude Battery (ASVAB) will produce CAT scores comparable to the current printed ASVAB scores. Anticipated advantages of replacing the printed ASVAB with the CAT version include increased accuracy in the assessment of recruit aptitudes, and substantial reduction in test revision costs, administration time, and test compromise. The rationale for the CAT system is discussed. The authors present a plan for placing CAT scores and those obtained from paper-and-pencil administrations on the same scale. A two-stage scaling process is proposed for Forms 99 and 100 of the ASVAB. (Author/DWH)

ED 255 432 SO 016 319

Melville, Keith, Ed.
Difficult Choices about Environmental Protection. 1984 National Issues Forum.
Public Agenda Foundation, New York, NY.

SPONS. AGENCY- Domestic Policy Association, Dayton, OH.
PUB DATE- 84
NOTE- 40p.; For other National Issues Forum publications, see ED 238 563 and SO 016 315-319.
AVAILABLE FROM- Order Dept., Domestic Policy Association, 5335 Far Hills Ave., Dayton, OH 45429 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Citizen Participation; Decision Making; *Environmental Standards; Hazardous Materials; *Physical Environment; Policy Formation; *Pollution; *Public Policy; Secondary Education; Social Studies; Values; Waste Disposal

Appropriate for secondary school social studies, this booklet considers the dilemmas and choices confronting Americans concerned with their environment. The document contains five sections. The first section, "The Gross National By-Product," discusses the progress that has been made in reducing air and water pollution while the nation has only begun to confront the environmental problems caused by other, more insidious forms of pollution. "Acceptable Risks, Unacceptable Hazards," covers the difficulties posed by deciding how much risk is acceptable. "Assigning Responsibility for a Legacy of Neglect" deals with the choices that need to be made about who should bear costs for the cleanup of abandoned dump sites like Love Canal. "Deciding What to Do about the Wastes We Produce Today" discusses the lack of consensus about waste disposal. "Defining an Environmental Ethic," covers the need to establish the trade-offs and priorities necessary to ensure sometimes conflicting goals, such as a healthy economy and environmental protection. Two self-administered questionnaires intended for completion before and after participating in a public forum or reading the booklet are included as well as a list of recommended readings. (IS)

ED 255 462 SO 016 381

Language and Society. Course HP06a: Part Time BA Degree Programme.
Griffith Univ., Brisbane (Australia). School of Humanities.
PUB DATE- 84
NOTE- 97p.; For related courses, see SO 016 371-385. Although readings designed to supplement the course are not included, complete bibliographic information is provided.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Course Content; Course Descriptions; External Degree Programs; Foreign Countries; Higher Education; Independent Study; *Linguistics; Nontraditional Education; Sociolinguistics; Structural Linguistics
IDENTIFIERS- *Australia; Saussure (Ferdinand de)

This course, one of 16 sequential courses comprising phase one of a part-time Bachelor of Arts degree program in Australian Studies, examines a number of theoretical approaches to the study of language, particularly those which place language in a social context. It is designed for independent study combined with tutorial sessions. Chapter 1 is an introduction to the course and its study objectives. Chapter 2, "Language as System," deals with structural linguistics and the views of de Saussure. Chapter 3, "Structuralism," covers structural analysis of myth and popular fiction as well as the limits of structuralism. Chapter 4, "Language and Social Relations," place linguistics in its social context. Chapter 5, "Interviewing as Social and Cultural Practice," describes the varieties and forms of interviewing, and interviewing as communication. Chapter 6, "Television Interviews," deals with television interviewing as performance and difficulties this causes. The conclusion argues against the existence of a general theory of language; instead, particular practices and differences are emphasized. Also included are lists of required readings, additional readings, a bibliography, and self-assessment questions. (IS)

ED 255 492 SP 025 915

Daily Physical Activity. A Supplement to the K-12 Physical Education Curriculum Guide. Curriculum Support Series.

Manitoba Dept. of Education, Winnipeg.

PUB DATE- 83

NOTE- 55p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cardiovascular System; *Curriculum Development; Elementary Secondary Education; *Exercise; Foreign Countries; Muscular Strength; *Physical Education; *Physical Fitness

IDENTIFIERS- Canada

This booklet is geared specifically towards the classroom teacher who may supplement the regular physical education classes using daily activity sessions with a fitness emphasis, minimal equipment, and limited space. Information is included on: (1) fitness components; (2) sample activities related to fitness components; (3) possible teaching environments; (4) recommended lesson format; (5) features of a daily physical activity program; (6) sample lesson plans; (7) role of the classroom teacher; (8) role of specialists; (9) sample timetables; (10) organizational checklists; and (11) student evaluation. Suggested resources and teaching aids are appended. (JD)

ED 255 524 SP 025 998

Williams, David L., Jr.; Chavkin, Nancy Feyl
Research-Based Guidelines and Strategies to Train Teachers for Parent Involvement.
Southwest Educational Development Lab., Austin, Tex.
PUB DATE- 85
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, March 31-April 4, 1984, Chicago, IL.). For related document, see ED 254 509.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; Cooperative Planning; Elementary Education; Inservice Teacher Education; *Parent Participation; *Parent Teacher Cooperation; Preservice Teacher Education; *Teacher Responsibility

This paper discusses the development of research-based guidelines and strategies for training both inservice and preservice elementary school educators in parent involvement. These guidelines provide information that should effectively develop teachers' knowledge, understanding, and skills regarding communication with parents and strengthening the relationship between homes and schools. Major recommendations from previous research are discussed and a description is given of how the guidelines were developed for teacher-trainers in parent involvement. Guidelines and strategies are presented for training teachers about parent involvement in both childrens' learning and in shared educational decision making. It is suggested that these guidelines may be used as a framework for developing courses or parts of courses, modules, seminars, or workshops on parent involvement. (JD)

ED 255 540 TM 850 096

Thissen, David; Wainer, Howard
The Graphical Display of Simulation Results, with Applications to the Comparison of Robust IRT Estimators of Ability.
Educational Testing Service, Princeton, NJ. Program Statistics Research Project.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.
REPORT NO.- ETS-PSR-TR-84-49; ETS-RR-84-36
PUB DATE- Nov 84
NOTE- 35p.
CONTRACT- F41689-82-C-0020
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Software; Data Interpretation; Estimation (Mathematics); Graphs; Latent Trait Theory; Simulation
IDENTIFIERS- *Data Display; *XTREE (Computer Program)

Simulation studies of the performance of (potentially) robust statistical estimation produce large quantities of numbers in the form of performance indices of the various estimators under various conditions. This report presents a multivariate graphical display used to aid in the digestion of the plentiful results in a current study of Item Response Theory (IRT) ability estimators. Called XTREE, or the "Christmas Tree Glyph," the display has a vertical line or "trunk" with angled lines or "branches" for each estimator which display bias (left) and random variance (right). The sum of the two branch lengths represents the mean square error (MSE). Appendix A is a tabular presentation of the results to illustrate the data interpretation problem. Appendix B contains the XTREE computer programs (written in FORTRAN IV for a Honeywell DPS computer system and a Hewlett-Packard 7470A plotter). (Author/BS)

ED 255 585 TM 850 233

Exploratory Study of Levels of Cognitive Skills in Achievement Goals Program, Comprehensive Test of Basic Skills, and a Commercial Program Using the Taxonomy of Educational Objectives.

San Diego City Schools, Calif. Evaluation Services Dept.

PUB DATE- 26 Jul 84

NOTE- 132p.; Produced by the Planning, Research, and Evaluation Division. Some pages contain broken type.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Basic Skills; *Classification; *Cognitive Processes; *Curriculum Development; Elementary Secondary Education; English Instruction; Instructional Materials; Reading Comprehension; Reading Instruction; Reading Tests; Tests

IDENTIFIERS- Achievement Goals Program; *Blooms Taxonomy; *Higher Order Cognitive Skills

Using Bloom's Taxonomy of Educational Objectives (1956), this study explores whether the San Diego Schools are teaching and/or testing higher level cognitive skills. The Taxonomy arranges cognitive processes in ascending order in six areas; (1) recall of knowledge; (2) comprehension; (3) application; (4) analysis; (5) synthesis; and (6) evaluation. Portions of district-created reading materials from the Achievement Goals Program (AGP) and the District English Language Program, commercial reading programs created by a national publisher (Houghton-Mifflin) and a nationally used standardized norm-referenced test, the Comprehensive Tests of Basic Skills (CTBS) for grades 5, 6, and 8 are analyzed. Recommendations include: (1) developing activities and tests structured to the higher cognitive levels; (2) using the Taxonomy as a guide for preparing and evaluating materials; (3) providing inservice teacher training in the use of higher level activities and questions; (4) using district influence on commercial publishers to incorporate the higher taxonomy levels into their materials; and (5) extending Taxonomy analyses to other subject areas. Appendices contain: (1) additional information on, plus the instrumentation of, the Taxonomy; and (2) the unit tests for Level 14, Windows and Walls (Ginn), Level 15 Orbits and Opportunities (Ginn), and the Unit Mastery Test A for English 8, Unit 8. (In the study, Ginn program materials have now been replaced by Houghton-Mifflin.) (BS)

ED 255 612 UD 024 167

Oversight Hearing on the EEOC's Enforcement Policies. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, Second Session (Washington, DC, December 14, 1984).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 85
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Affirmative Action; Court Litigation; *Equal Opportunities (Jobs); *Federal Regulation; Government Role; Hearings; *Law Enforcement; Public Policy; Racial Discrimination; Sex Discrimination
IDENTIFIERS- Congress 98th; *Equal Employment Opportunity Commission

According to its chairman, the Subcommittee on Employment Opportunities called the hearing in order "to gain some fuller understanding of the nature, scope, and purpose of the significant modifications of ... policies, regulations, and guidelines" proposed by the Equal Opportunity Commission (EEOC), particularly as they affect enforcement. The booklet contains prepared and supplemental statements and materials from Barry Goldstein (assistant counsel, NAACP Legal Defense and Educational Fund), William Robinson (director, Lawyers' Committee for Civil Rights under Law), and Clarence Thomas (chairman, EEOC). Also included are letters to the Subcommittee chairman from Representative Cardiss Collins and from Helen C. Gonzales (associate counsel, Mexican American Legal Defense and Educational Fund). (CMG)

ED 255 508 SP 025 964

Health: Grade Nine. Interim Guide.

Manitoba Dept. of Education, Winnipeg.

REPORT NO.- ISBN-0-7711-0154-6
PUB DATE- 83
NOTE- 102p.; For related documents, see SP 025 954-964.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Dental Health; Elementary Education; *Environmental Education; First Aid; Foreign Countries; Grade 9; *Health Education; Life Style; *Mental Health; *Nutrition; *Physical Health; Safety; Socialization; Well Being
IDENTIFIERS- Manitoba

This health education guide for grade nine is divided into six sections. A statement of the sub-goal for each section prefaces an outline for achieving that goal: (1) social-emotional well-being: to enhance self-awareness and increase skills that promote personal development and successful relationships; (2) physical well-being: to increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being; (3) nutrition: to develop proficiency in making food choices that maintain and promote well-being; (4) dental health: to develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being; (5) safety: to practice safety and survival procedures that promote individual and community well-being; and (6) environmental health: to understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources. The outline of each section includes objectives for students with a variety of activities from which to choose, and suggestions for the teacher. (JD)

ED 255 555 TM 850 196

Bolger, Niall

Gender Difference in Academic Achievement According to Method of Measurement.

PUB DATE- Aug 84
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, August, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Essay Tests; Foreign Countries; Multiple Choice Tests; National Competency Tests; Secondary Education; *Sex Differences; *Test Bias; *Test Format; Verbal Ability
IDENTIFIERS- Ireland

This study tests the hypothesis of a gender difference in academic achievement as a function of measurement method. The biasing influence of measurement method on achievement has been recognized. Campbell and Fiske (1959) suggested that a considerable proportion of the variation in test scores may be due to features of the form of test (method) used rather than the individual characteristics (traits) which the test is designed to measure. Using a sample of 15-16-year-old Irish school students, gender differences in achievement were examined for three school subjects (Irish, English, and Mathematics), assessed by two methods (multiple choice test, and written public examination). As has been found in other countries, males performed significantly better than females on multiple choice tests, compared with performance on written examinations. An additional hypothesis that the gender difference would be largest for the languages and smallest for mathematics was not supported. This finding runs contrary to an explanation of this phenomenon in terms of greater verbal skills of females. Alternative explanations are proposed and educational policy implications are discussed. (Author/DWH)

ED 255 571 TM 850 214

Olejnik, Stephen F.; Algina, James

Power Analysis of Selected Parametric and Nonparametric Tests for Heterogeneous Variances in Non-Normal Distributions.

PUB DATE- 2 Apr 85
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Computer Simulation; *Hypothesis Testing; Sampling; *Statistical Distributions, Statistical Studies; Transformations (Mathematics)
IDENTIFIERS- *Power (Statistics); Type I Errors; *Variance (Statistical)

The present investigation developed power curves for two parametric and two nonparametric procedures for testing the equality of population variances. Both normal and non-normal distributions were considered for the two group design with equal and unequal sample frequencies. The results indicated that when population distributions differed only in scale, the Klotz procedure consistently provided the most sensitive test of variance equality. With symmetric distributions which differ in both mean and scale the Klotz procedure with mean aligned data was the most powerful procedure. When sampled distributions were skewed and differed in mean as well as scale the O'Brien or Brown-Forsythe procedures were preferred. (Author)

ED 255 417 SO 016 301

Manitoba Art Assessment Program 1983. Preliminary Report: Test Data.
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.

REPORT NO.- ISBN-0-86497-123-0
PUB DATE- Jun 83
NOTE- 39p.; Children's sketches may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Art Education; *Curriculum Evaluation; Educational Assessment; Educational Research; Elementary Secondary Education; Foreign Countries; *Student Evaluation
IDENTIFIERS- Manitoba

A description of scoring procedures and results of student performance on art objectives and actual test items is presented. The purpose of this preliminary report is to provide detailed information on student performance for use by classroom teachers in forming judgments about the instructional program. All data are based on the provincial sample as a whole; no individuals, schools, or divisions are identified. Chapter 1 provides an outline of the content areas assessed by the grade 5 art test as well as a description of the scoring procedures used with the drawing assignments and the questions eliciting a written response. The three content areas are visual awareness, art production, and art appreciation. Chapter 2 gives the questions and the distribution of student responses. The third and last chapter presents results for the two drawing assignments and gives examples of some student work. (IS)

ED 255 477 SP 025 793

Moody, Lamar; Amos, Neil G.

A Comparison between Teachers' Perceptions of Desirable Teacher Behavior and Actual Teacher Behavior in the Public Schools.

Mississippi State Univ., Mississippi State, Bureau of Educational Research.

PUB DATE- 82
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Classroom Techniques; Comparative Analysis; Secondary Education; Secondary School Teachers; *Teacher Attitudes; *Teacher Behavior; Teacher Effectiveness; *Teaching Models

Two questions were posed in this study: (1) Is there a significant difference between teachers' perceptions of desirable teacher behavior and actual teacher behavior? and (2) What combination of variables of sex, school level, race, age, experience, and preparation level is the best predictor of teachers' perceptions of desirable teacher behavior and actual teacher behavior? Responses to the Teacher Behavior Description Questionnaire were obtained from 448 middle and senior high school teachers. Findings indicated that there was a significant difference between teachers' perceptions of desirable behavior and actual behavior. Analysis of findings on question two revealed a consistent pattern of significant relationships of the combination of the variables of gender, race, and school level to teachers' perceptions of desirable teacher behaviors. Female teachers, black teachers, and secondary teachers tended to attach more importance to desirable behaviors than did male teachers, white teachers, and middle school teachers. Female teachers, black teachers, and teachers with more years of experience perceived the behaviors for effective performance occurring more frequently in public schools than did male teachers, white teachers, and teachers with fewer years of experience. Data from the study are presented in tables and the questionnaire is attached. (JD)

ED 255 493　　SP 025 917

Ashburn, Elizabeth A.; Fisher, Robert L.

Methods of Assessing Teacher Education Students. Conference Proceedings.

American Association of Colleges for Teacher Education, Washington, D.C.; Illinois State Univ., Normal. Coll. of Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

REPORT NO.- ISBN-0-89333-036-1

PUB DATE- Jul 84

NOTE- 116p.

CONTRACT- 400-83-0022

AVAILABLE FROM- American Association of Colleges for Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036 ($7.50).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142) Reference Materials - Bibliographies (131)

DESCRIPTORS- *Admission Criteria; *Evaluation Methods; Grade Point Average; *Graduation Requirements; Higher Education; Minimum Competency Testing; National Competency Tests; *Preservice Teacher Education; Student Characteristics; *Student Evaluation; *Teacher Education Programs; Teacher Effectiveness; Test Validity

Participants in this conference of educators, convened to consider methods of evaluating teacher education students, focused upon the relationship between candidate quality and teacher effectiveness. Questions under consideration included: (1) pre-admission field experiences students should demonstrate; (2) optimum scores on aptitude and achievement tests; (3) grade point average on entrance to teacher education programs; (4) screening processes during teacher education programs; (5) selection-out procedures employed in the programs; and (6) exit criteria. The agenda established for the conference asked participants to: (1) exchange information about current inquiry efforts regarding the quality of the teacher applicant pool; (2) understand what efforts are underway to determine reliable admission and exit criteria relative to successful teacher performance; (3) appreciate the various meaures being used and the reliability they hold for making quality judgments; and (4) develop a tentative set of guidelines for further study of these issues and concerns. An annotated bibliography of 97 journal articles and documents in ERIC on assessment of preservice teacher education students is appended. (JD)

ED 255 525 SP 026 006

Immunization. Survey of Recent Research. Number Three.
Centers for Disease Control (DHHS/PHS), Atlanta, GA.
REPORT NO.- HHS-CDC-85-8391
PUB DATE- Dec 84
NOTE- 166p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Annotated Bibliographies; *Communicable Diseases; *Disease Control; *Immunization Programs; Medical Research; *Medical Services; *Preventive Medicine; Public Health

A survey is presented of recently published periodical literature in the field of vaccine-preventable diseases. Information is provided on writings about: (1) measles; (2) rubella; (3) influenza; (4) diphtheria-pertussis-tetanus; and (5) other vaccine-preventable diseases. For each disease general information is covered, as well as clinical and laboratory information, epidemiology, and prevention and control. A selected bibliography accompanies each section. Abstracts are included of the most significant articles. Abstracts are also provided of writings on vaccines, antiviral agents, and toxoids, as well as general articles on immunization and health care delivery. (JD)

ED 255 599 UD 024 147

Stages of Ethnic Identity Development: Implications for Educational Decision-Making.

PUB DATE- Mar 83
NOTE- 39p.; Presented at the Annual Conference of the Association for Supervision and Curriculum Development (Houston, Texas, March 5-8, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at... (150)
DESCRIPTORS- *Black Students; *Developmental Stages; Elementary Secondary Education; Ethnic Groups; *Ethnicity; Group Unity; Identification (Psychology); *Learning Readiness; *Minority Group Children; Models; Personality Development; Self Actualization; Self Concept; Social Development
IDENTIFIERS- *Identity Formation

This paper reviews the research and theories on ethnic identity development, and draws some implications from these ideas for improving curriculum design for, and instructional effectiveness with, ethnically different students, especially Black Americans. The paradigm of "the developmental stages of ethnic identity transformation" presented relies heavily on the research of Charles Thomas, William Cross, and James Banks, all of whom have developed different, though interrelated, typologies of this transformational process. The paradigm proposes how and why ethnic identity development should be included in the diagnostic profiles of students, along with mental, moral, emotional, psychological, and physiological development. The paper argues that this inclusion will ensure more diagnostic comprehensiveness and accuracy, and will help educators to better address the principle of "readiness" in curricular and instructional planning, thereby improving the overall quality of educational decision-making for, and service to, ethnic minority students. (Author/KH)

ED 255 433 SO 016 320

Kaplan, Charles P.; Van Valey, Thomas L.
Census '80: Continuing the Factfinder Tradition.
Bureau of the Census (DOC), Washington, D.C. Data User Services Div.
PUB DATE- Jan 80
NOTE- 495p.; For "Census '80: Projects for Students," see ED 209 169. Some tables, maps, and illustrations contain small print that may not reproduce clearly.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 003-024-0226-1, $9.00).
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Business; Case Studies; *Census Figures; Data Analysis; Demography; Geography; Higher Education; Information Services; Instructional Materials; Primary Sources; Regional Planning; Resource Materials; *Skill Development; *Social Studies; Textbooks; United States History; Urban Planning

This publication was prepared to help college students better understand the significance of the 1980 census. It consists of four parts. Part I discusses the history of U.S. census taking, introduces the Census Bureau as an organization, and examines the planning and administration of the decennial census. Part II provides an overview of census geography, discusses data analysis, and examines the field of demography. Part III provides an overview of the 1980 census, including the census plan, collection and tabulation, and products and services. Part IV, mostly through case studies, shows how census data can be used by urban and regional planners, business people, geographers, and social demographers. Appendices contain data on population and housing items on general schedules (1790-1970); lists of departments and officials responsible for the U.S. Censuses (1790-1980); background information on Census Bureau surveys and on the 1985 mid-decade census; a discussion of parts of a statistical table; the publication, "Your Guide to Census '80;" and the 1980 census questionnaire. (RM)

ED 255 448 SO 016 367

Law: The Language of Liberty. Supplemental Materials for Alabama Social Studies Teachers. Grade 8.

Alabama Administrative Office of Courts, Montgomery.

PUB DATE- Oct 81
NOTE- 221p.; For related documents, see SO 016 360-370. Produced with assistance from the Alabama State Department of Education, the Alabama Education Association, and the Alabama Council for School Administration and Supervision.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Courts; Criminal Law; Educational Games; Grade 8; Instructional Materials; Junior High Schools; Justice; Juvenile Courts; *Laws; Learning Activities; *Legal Education; Lesson Plans; Puzzles; Role Playing; Simulation; *Social Studies
IDENTIFIERS- Alabama; *Law Related Education; Mock Trials

Student activity pages, teacher background information, and lesson ideas for teaching about law in social studies classrooms are presented in this supplementary packet. Section I provides suggestions for using community resource persons and lists Alabama resources for teaching about law. Activities in Section II focus on the need for laws and include a simulation activity, a play, and an activity to introduce students to the Bill of Rights. Activities in Section III relate the Alabama court system to the federal court system. Section IV presents information and activities for teaching about civil, criminal, and juvenile law, including a game to explain the reasons for and the process of questioning witnesses; complete mock trial scripts for two criminal cases; a categorizing information activity; a legal procedures activity for special students; a research activity; and case study analyses. Activities in the fifth and final section help students understand court-related terminology using newspapers, bulletin boards, and games. Although some activities focus primarily on Alabama's legal system, they can be adapted for use in other states. Each lesson includes procedures and reproducible student handouts. (LH)

ED 255 463 SO 016 382

Politics and Opinion. Course HP06b: Part Time BA Degree Programme.
Griffith Univ., Brisbane (Australia). School of Humanities.
PUB DATE- 84
NOTE- 91p.; For related courses, see SO 016 371-385. Although readings designed to supplement the course are not included, complete bibliographic information is provided.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Course Content; Course Descriptions; External Degree Programs; Foreign Countries; Higher Education; Independent Study; Mass Media; *Mass Media Effects; Nontraditional Education; *Political Science; Politics; *Public Opinion
IDENTIFIERS- *Australia

This course, one of 16 sequential courses comprising phase one of a part-time Bachelor of Arts degree program in Australian Studies, introduces debate over the forms, functions, and political implications of public opinion. It pays particular attention to opinion polls and the news media and the way public opinion is produced. It is designed for independent study combined with tutorial sessions. Chapter 1 is an introduction to the course and its study objectives. Chapter 2, "Agencies of Opinion Formation," deals with opinion polling in Australia, polling and the 1936 American presidential election, and the influence of the press. Chapter 3, "Public Opinion: Definitions and Debates," discusses opinions and attitudes, both public and private, and problems with the concept of public opinion. Chapter 4, "Public Opinion and Democracy," deals with the effects of public opinion polling and the manufacture of opinion. The conclusion examines the broader implications of the material covered in the preceding chapters. Materials for the first tutorial session examine newspaper articles dealing with polling; the second deals with a television program that examines the effect of the media in shaping opinion about crime. Also included are lists of required readings, additional readings, a bibliography, and self-assessment questions. (IS)

ED 255 541 TM 850 113

Winsberg, Suzanne; And Others

Fitting Item Characteristic Curves with Spline Functions. Program Statistics Research Technical Report Series .

Educational Testing Service, Princeton, NJ. Program Statistics Research Project.

SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.; Natural Sciences and Engineering Research Council, Ottawa (Ontario).

REPORT NO.- ETS-RR-84-40; PSR-TR-84-52

PUB DATE- Dec 84

NOTE- 25p.

CONTRACT- F41689-82-C-0020

GRANT- A4035

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Difficulty Level; Estimation (Mathematics); Goodness of Fit; *Item Analysis; *Latent Trait Theory; Mathematical Models; *Maximum Likelihood Statistics; Test Items

IDENTIFIERS- *Item Characteristic Function; *Monotone Splines

In most item response theory models a particular mathematical form is assumed for all item characteristic curves, e.g., a logistic function. It could be desirable, however, to estimate the shape of the item characteristic curves without prior restrictive assumptions about its mathematical form. We have developed a practical method of estimating the shape of item response functions leading to smooth flexible functions and numerically stable calculations. In our approach the probability of success of an item is represented as a monotone function of the ability evaluated by the item. The function is represented as a monotone spline. We use the technique developed by Bock and Aitkin (1981) for marginal maximum likelihood estimation of the item parameters. Examples of real and artificial data are presented. (Author)

ED 255 556 TM 850 198

Fitzpatrick, Kathleen A.
Group-Based Mastery Learning: A Robin Hood Approach to Instruction?
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Enrichment Activities; *Feedback; *Inservice Teacher Education; *Mastery Learning; Mathematics Instruction; Remedial Instruction; Secondary Education; Secondary School Teachers; Teacher Effectiveness; Teacher Improvement; *Teaching Methods; *Time Management; Time on Task

High school mathematics teachers were trained to provide mastery learning instruction. A primary characteristic of this method of instruction is the feedback-corrective enrichment loop. This study was conducted to determine whether class time could be allocated for the principles of mastery learning within the fixed amount of available time without placing one group of students at a disadvantage while increasing the instruction for others. The teacher training program emphasized improving the ability to understand the principles of mastery learning and increasing the opportunities for learning effective classroom management strategies. The training activities incorporated staff development practices which would increase the likelihood that teachers would implement the instructional strategies presented. Results of the study indicated that teachers who participated in the staff development program made greater use of the feedback-corrective enrichment loop in their classroom lessons. Teachers and students utilized available instruction time more purposefully. This study does not support Marshall Arlin's contention that group based mastery learning programs deprive the academically rich to provide corrective instruction for the academically poor. (DWH)

ED 255 586 UD 023 982

The Education of Minority Groups. An Enquiry into Problems and Practices of Fifteen Countries.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

REPORT NO.- ISBN-0-566-00639-1
PUB DATE- 83
NOTE- 376p.
AVAILABLE FROM- Gower Publishing Company, Old Post Road, Brookfield, VT 05036 ($36.00 per copy).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Comparative Analysis; Cross Cultural Studies; Cultural Pluralism; Disabilities; Disadvantaged Youth; Educational Diagnosis; Educational Finance; Educational Legislation; *Educational Policy; Elementary Secondary Education; Equal Education; Ethnic Groups; Females; *Financial Support; *Foreign Countries; Gifted; Indigenous Populations; Institutional Autonomy; Language Attitudes; *Minority Group Children; Organization; *Resource Allocation; Screening Tests; *Special Programs
IDENTIFIERS- Australia; Europe; New Zealand; North America; Service Delivery Assessment; *Special Needs Students

The essays in this volume seek to elucidate the policies and processes whereby groups of students in 15 (mainly industrialized) countries are designated as special, and differential treatment is legitimated, organized, and financed. Essays and authors are as follows: "An Overview of Experience in Fifteen Countries" (W. Donovan, A. Fordham, and G. Hancock); "Recognizing Students in Need of Extra Resources: The Swedish Experience" (Esse Lovgren); "Screening Categories Relevant to Special Education" (Pierre Dague); "Rationales for Providing Additional Resources" (Erik Jorgen Hansen); "Unequal Resource Distribution" (Jean Blackburn); "Educational Autonomy for Special Populations: Canadian Experience" (Edward N. McKeown); "A Researcher's Assessment of the Autonomy Problem" (Kjell Eide); "Service Delivery: An Analysis of Systems of Administration" (Jane Hannaway); "The Delivery of Special Education Services for Minorities" (K. McDonagh); "Costing for Special Populations" (Maurice Peston); "How the Cost of the Provision May Be Determined" (R. A. Rossmiller); "Problems and Policy Instruments in the Provision of Special Education" (Stacy Churchill); "Language and Literacy: Programmes for Linguistic Minorities in Five Countries (Ray C. Rist); "Indigenous Cultural Minorities--Concepts Pertaining to Their Education" (Frank Darnell); "Reactions to These Concepts from Aboriginal Australia" (Colin J. Bourke); "The Situation of the Sami People in Norway" (Anton Hoem); "An American Indian View of Education for Indigenous Minorities" (William G. Demmert); "A Response for the Maori Population of New Zealand" (Allan F. Smith). (RDN)

ED 255 613 UD 024 168

Strong Internal Controls at Service Delivery Level Will Help Prevent CETA-Type Fraud and Abuse in Job Training Partnership Act Programs. Report to Senator Sam Nunn, Ranking Minority Member, Permanent Subcommittee on Investigations, Senate Committee on Governmental Affairs.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/AFMD-84-62

PUB DATE- 28 Sep 84

NOTE- 37p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Crime Prevention; *Employment Programs; Federal Programs; Federal State Relationship; *Government Role; Law Enforcement; Policy Formation; *Program Administration; Program Development; Program Implementation; *State Government

IDENTIFIERS- Comprehensive Employment and Training Act; *Fraud; *Job Training Partnership Act 1982

The Government Accounting Office (GAO) conducted an examination of patterns and causes of fraud in Comprehensive Employment and Training Act (CETA) programs to determine how implementation of Job Training Partnership Act (JTPA) programs might be made less vulnerable to exploitation. GAO's investigation found that fraud and abuse in CETA programs often occurred because of weaknesses in internal controls, particularly in accounting and reporting at the service delivery level. JTPA's programs are similar to CETA's in that most funds are spent by locally-based program delivery systems; thus, strong internal controls at service delivery level are needed. A Department of Labor Inspector General (IG) audit of State system designs prior to JTPA implementation revealed numerous weaknesses in the procedures the States planned to use to ensure the adequacy of controls of service delivery area subgrantees. The IG recommended that Labor's Employment Training Administration (ETA) review all the States during the first few months of JTPA operations to determine whether planned procedures and controls were adequately completed and all necessary systems were implemented and working effectively. ETA's follow-up determined that nearly all critical State systems have been developed. As the Department of Labor monitors JTPA in the future, it should verify that the procedures have been fully implemented and work effectively. (CMG)

Manitoba Social Studies Assessment Program 1984. Final Report.

Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.

REPORT NO.- ISBN-0-7711-0217-8
PUB DATE- Nov 84
NOTE- 153p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Curriculum Design; *Curriculum Evaluation; Educational Assessment; Educational Objectives; Educational Research; Elementary Secondary Education; Foreign Countries; *Social Studies; *Student Evaluation; *Teacher Evaluation; Teaching Methods; *Test Results
IDENTIFIERS- Manitoba

This report contains a summary of test results and interpretations for each grade and area tested as well as conclusions and specific recommendations. Ten percent of students in grades 3, 6, and 9 were randomly designated for the provincial sample and 10 percent of the high schools were selected for the grade 12 sample. The tests were designed to assess students in the four categories of objectives described in the curriculum: knowledge, thinking and research skills, attitudes and values, and social participation. Findings indicated that teachers were having some problems with the new curriculum, particularly in adopting innovative teaching strategies, setting priorities, and meeting all the goals of the curriculum. Student achievement in skills was not as high as hoped. (IS)

ED 255 509 SP 025 966

Marso, Ronald N.
Supervisor Assessments of Inservice Education Planning Practices: Collaboration and Competency Concerns.
PUB DATE- Sep 84
NOTE- 25p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, September 26-29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; *Inservice Teacher Education; *Needs Assessment; *Participative Decision Making; *Program Effectiveness; Teacher Attitudes; Teacher Participation

Teacher inservice education coordinators working with approximately 130 school districts were asked to report on their use of, and to rate the effectiveness of, 11 planning practices. The study's purpose was to determine if the emphasis in the literature of the past decade on collaborative planning and needs assessments beyond a teacher survey appears to have influenced their receptivity to, or use of, these particular practices. It was hypothesized that the coordinators would express an interest in investigating additional collaborative planning efforts for the region, and would report a low present use but high effectiveness rating for competency-related needs assessment strategies. In general the survey responses confirmed these hypotheses, and indicated that the emphasis on collaborative planning among educational organizations and on more diversified needs assessment approaches has yet to make a significant impact on teacher inservice planning practices. (Author/JD)

ED 255 526 SP 026 007

VanEgmont-Pannell, Dorothy; And Others
Menu Planning Guide for School Food Service. Revised.
Food and Nutrition Service (DOA), Washington, D.C.
PUB DATE- Dec 83
NOTE- 108p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Breakfast Programs; *Dietetics; Elementary Secondary Education; Food Standards; *Lunch Programs; *Nutrition
IDENTIFIERS- *Menu Planning

This menu planning guide for school lunches and breakfasts contains: (1) lunch requirements, recommendations, and policies; (2) the basics of menu planning; (3) how to vary portions for various age/grade groups; (4) planning breakfasts; (5) merchandising school lunches and breakfasts; and (6) nutrition education and menu planning; Appendixes include recommended dietary allowances, menu planning worksheet, USDA fact sheet on moderating fat, suger, and salt, and information materials. (JD)

ED 255 572 TM 850 215

Thal, Sara E.; Sheehan, T. Joseph

A Participant Model for Evaluating a Primary Care Residency Program.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.

PUB DATE- Mar 85

NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

GRANT- 5-D28PE-11089-05

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Change Strategies; *Evaluation Methods; Federal Aid; *Formative Evaluation; *Graduate Medical Education; Higher Education; Organizational Communication; *Participative Decision Making; Pediatrics; Program Evaluation; Program Improvement; Self Evaluation (Groups)

This paper describes the development and implementation of an evaluation system for a pediatric residency program to meet federal grant monitoring requirements. Continuous communication and collaboration with program participants characterized this naturalistic formative evaluation. Concerns identified through initial interviews of the 15 residents and six faculty members were formulated into evaluation goals in six areas: (1) the ambulatory setting; (2) the inpatient setting; (3) subspecialty support; (4) community involvement; (5) resident evaluation; and (6) teaching evaluation. Focusing on general goals rather than individual performance, evaluation activities to collect both qualitative and quantitative data were chosen for their accuracy and feasibility in collaboration with the faculty. This participatory model provided both an effective means of evaluation and a systematic framework for program change and improvement by faculty, residents and staff. (BS)

ED 255 478 SP 025 825

Fergusson, Norman H.
Stress and the Nova Scotia Teacher.
Nova Scotia Teachers Union, Halifax.
PUB DATE- Jan 84
NOTE- 137p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Class Size; *Discipline Problems; Elementary Secondary Education; Foreign Countries; *Job Satisfaction; Sex Differences; *Stress Variables; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Burnout; Teacher Student Relationship; *Teaching Conditions
IDENTIFIERS- *Nova Scotia

This study obtained information about the factors which cause stress for 406 teachers in Nova Scotia and determined possible differences by sub-groups. Noteworthy differences were found by size of school, gender, experience, type of school, administrator/non-administrator, and a few by license category. Results indicated that one teacher in four is likely to find "disruptive students" to be very stressful, and student attitude and school discipline were also strong stress factors. Other major "very stressful" factors concerned time, paper-work, and size of class, as well as discipline policy and lack of administrative support. Teachers were most satisfied with their role of teacher in "seeing students grow", but were least satisfied with student attitude/performance, public attitudes, discipline, administration and paperwork. Teachers indicated that they would most like to see changes providing smaller classes, improved physical facilities and equipment, improved schedules with more time for planning, and improved administration. Data from the survey are displayed by tables. The survey instrument and samples of open-ended responses are appended. (JD)

The 1984 Bilingual Education Act.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Rosslyn, VA.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
REPORT NO.- ISBN-0-89763-107-2
PUB DATE- 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Bilingual Education Programs; Data Collection; *Educational Legislation; Elementary Secondary Education; Eligibility; English (Second Language); *Federal Aid; *Federal Legislation; Limited English Speaking; *Program Administration; Program Evaluation; Teacher Education
IDENTIFIERS- *Bilingual Education Act 1984

This monograph provides a general description of the four major components of the Bilingual Education Act of 1984, with the text of the Act itself appended. The first section discusses the law's general provisions. The second section introduces three of the major programs funded under Part A of the Act: (1) transitional programs; (2) developmental programs; and (3) special alternative instructional programs, all designed to help the limited-English proficient student achieve competency in English. The third section describes additional instructional programs authorized under Part A: academic excellence programs; family English literacy programs; preschool, special education, and gifted and talented programs; and instructional materials programs. In the fourth section, Part B funding available for data collection, evaluation, and research is outlined. In the next section the availability of Part C funding for training and technical assistance is sketched. The sixth and final section deals with Part D, the administrative dimension of the Act, outlining the roles of : (1) the Office of Bilingual Education and Minority Languages Affairs; (2) the Secretary of Education; and (3) the National Advisory and Coordinating Council on Bilingual Education. (RDN)

ED 255 419 SO 016 303

Wiegand, Ursula F.

A Comparison of the Programs of the Joint Council on Economic Education and the Private Enterprise Market System.

PUB DATE- Mar 84
NOTE- 25p.; Paper presented at the Annual Meeting of the Eastern Economic Association (10th, New York City, NY, March 15-17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Curriculum Design; *Economics Education; Elementary Secondary Education; Inservice Teacher Education; Instructional Improvement; Program Descriptions; *Program Evaluation; School Business Relationship
IDENTIFIERS- Center for Economic Education PA; *Developmental Economic Education Program; *Joint Council on Economic Education; *Private Enterprise Market System

The history, organization, and program offerings of the collegiate Centers for Economic Education (affiliated with the Pennsylvania and Joint Councils on Economic Education) are compared with those of the Private Enterprise Market System. The Private Enterprise Market System is a small, Pennsylvania-based center, whose programs are only beginning to be available in other states, while programs affiliated with the Joint Council are available nationally. The Private Enterprise Market System targets high school sophomores and seniors while the Joint Council programs try to integrate economic education into all grade levels. A discussion of the history and organization of the two groups covers reasons for founding, the development of organizational structure and current organization, goals, activities, and coordination with schools. The program section covers the philosophies of both systems, instructional materials, teacher training, and curriculum guides. The final section compares the two programs and concludes that both programs offer advantages and drawbacks. (IS)

ED 255 434 SO 016 328

Marshall, Ray; Rungeling, Brian
The Role of Unions in the American Economy. Second Edition.
Joint Council on Economic Education, New York, N.Y.
PUB DATE- 85
NOTE- 183p.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Ave., New York, NY 10016 (JCEE Checklist No. 337, $8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arbitration; Collective Bargaining; Economic Factors; *Economics Education; Futures (of Society); Labor Demands; Labor Problems; Labor Relations; Resource Materials; Secondary Education; *Unions; United States History; Work Environment

Intended as a resource for secondary teachers, this book analyzes the role of unions in the American economy and examines the main forces influencing unions in the United States. This second edition includes important domestic and external events that have affected U.S. economic policy and unions since the first edition was published in 1976. There are eight chapters. The first chapter presents the basic rationale for the emergence of labor movements in response to the labor problems created by industrial societies. The origin of labor movements and the history of the American labor movement are dealt with in chapters 2 and 3. The next two chapters explore the relationship between unions and the economy. Major problems facing labor unions, such as organizing, collective bargaining, and dispute settlement, are examined in chapters 6 and 7. The concluding chapter discusses the role of unions in the 1980's. The appendix contains the names of major U.S. unions. (RM)

Law: The Language of Liberty. Supplemental Materials for Alabama Social Studies Teachers. Grade 9.

Alabama Administrative Office of Courts, Montgomery.

PUB DATE- Oct 81
NOTE- 82p.; For related documents, see SO 016 360-370. Produced with assistance from the Alabama State Department of Education, the Alabama Education Association, and the Alabama Council for School Administration and Supervision.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conflict Resolution; Course Descriptions; Courts; Global Approach; Grade 9; Instructional Materials; International Law; Junior High Schools; Law Enforcement; *Laws; Learning Activities; *Legal Education; Lesson Plans; Simulation; *Social Studies; State Courts; State History
IDENTIFIERS- Alabama; *Law Related Education

Student activity pages, teacher background information, and lesson ideas for teaching about law in social studies classrooms are presented. The first section, "Law and Alabama History," focuses on law at the state level. Included are a brief history of Alabama's court system and prison system, a summary of rules for safe driving, a law enforcement code of ethics, and suggested resources. Section II, "Law and Contemporary World Affairs," focuses on law at the international level. A suggested course outline is followed by a description of teaching units and recommended teacher-directed activities. Directions for an activity entitled "Travel Club" and a simulation activity illustrate both the need for laws and the importance of international cooperation. Although activities in Section I focus primarily on Alabama's legal system, they can be adapted for use in other states. Each lesson includes procedures and reproducible student handouts. (LH)

ED 255 464 SO 016 383

Penal Colony 1, Course HP07a, and Penal Colony 2, Course HP07b: Part Time BA Degree Programme.

Griffith Univ., Brisbane (Australia). School of Humanities.

PUB DATE- 83
NOTE- 177p.; For related courses, see SO 016 371-385. Although readings designed to supplement the course are not included, complete bibliographic information is provided.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Colonialism; *Course Content; Course Descriptions; External Degree Programs; Females; Foreign Countries; Higher Education; Historiography; History; *History Instruction; Independent Study; Nationalism; Nontraditional Education; *Prisoners; *Social Structure
IDENTIFIERS- *Australia

These courses, two of 16 sequential courses comprising phase one of a part-time Bachelor of Arts degree program in Australian Studies, examine the establishment and development of early Australian colonial society and introduce students to the problems of reconstructing the history of the penal colony period. They are designed for independent study combined with tutorial sessions. Chapter 1 of the first course is an introduction to the course and its study objectives. Chapter 2 examines origins of transportation of convicts. The topic of Chapter 3 is punishment and control. The fourth chapter covers protest and resistance; the fifth discusses the end of transportation. Chapter 6 examines the image of the convicts among the nonconvict population and the conclusion discusses the documents used in the course. Materials for two tutorial sessions are included. Chapter 1 of the second course is also an introduction. Chapter 2 explores the founding of Australia; Chapter 3 is concerned with how historians have interpreted and depicted the convicts who settled in Australia. The fourth chapter examines debate over how characteristics of the convicts influenced nationalism and the national character. The fifth discusses female convicts. The conclusion deals with historiography. Materials for two tutorial sessions are included. Both courses also include lists of recommended readings, additional readings, bibliographies, and self-assessment questions. (IS)

ED 255 494 SP 025 926

Greene, Sue S.

Home Study in Alaska: A Profile of K-12 Students in the Alaska Centralized Correspondence Study Program.

PUB DATE- Apr 84
NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Correspondence Study; Elementary Secondary Education; *Family Characteristics; Home Instruction; *Home Schooling; Independent Study; Mother Attitudes; *Student Characteristics
IDENTIFIERS- *Alaska

This study offers a profile of Alaska home study students and their families. Subjects were 88 students drawn from enrollees in the state-run K-12 Centralized Correspondence Study program. Survey results showed that the students live in both rural, isolated regions and larger, more urban areas of Alaska. Most of them are taught by the mother, who customarily manages the experience with a flexible schedule but somewhat traditional methods of reciting and questioning. The residence is more likely to be in an area which the parents would not describe as a community, but almost as likely to be in one of the Alaska towns of over 15,000 population. There is a 33 percent likelihood that the student is not near a school and is not served by bus transportation. Reasons other than necessity for enrollment range from the belief that home study provides more opportunity for learning life skills and spiritual values, to the need or desire of the family to continue schooling while traveling. Families usually plan to continue correspondence study, though most adopt a year-to-year approach to enrollment. (JD)

ED 255 510 SP 025 971

Lundin, Janet, Ed.; Smith, Theodore, Ed.

Nutrition Education--Choose Well, Be Well. A Resource Manual for Parent and Community Involvement in Nutrition Education Programs.

California State Dept. of Education, Sacramento.

PUB DATE- 84

NOTE- 108p.; For related documents, see SP 025 940, ED 229 154-156 and ED 219 163-164.

AVAILABLE FROM- California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($4.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Community Cooperation; *Eating Habits; Educational Resources; Elementary Education; Health Education; *Nutrition Instruction; *Parent Participation; *Parent School Relationship

This resource manual was designed to encourage active parent and community cooperation with the school in developing good nutrition practices for school children and their families. Chapter one presents introductory information. The second chapter contains a variety of materials that may be used to involve the parents in the nutrition education program. These include suggestions for awareness activities and parent newsletters that would provide information about the program, a number of strategies to involve parents in the program, and suggestions for meetings and workshops to meet parents' nutritional concerns. Chapter three contains lists of community agencies and groups that may provide sources of reliable information, educational materials, and professional resource persons for classroom and parent programs. The fourth chapter offers additional materials for communicating with parents. Effective use of the media is discussed in the fifth chapter, and chapter six provides sample assessment instruments for the program. Sample lesson plans for preschool through the sixth grade are appended. Resources for bilingual materials are also appended, as well as an outline of school lunch patterns for elementary school students. (JD)

ED 255 527 SP 026 008

Davis, Dorothy W.; And Others
Food Buying Guide for Child Nutrition Programs. Revised.
Food and Nutrition Service (DOA), Washington, D.C.
PUB DATE- Jan 84
NOTE- 151p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Breakfast Programs; *Consumer Education; Elementary Secondary Education; *Food Service; *Food Standards; *Lunch Programs; *Nutrition; Program Development

This guide is based on the latest federal regulations and meal pattern requirements for the National School Lunch and Breakfast Programs. It considers current food production and marketing techniques, packaging methods, grading standards, and changing food habits in the American population. The guide gives average yield information on over 600 food items. This information is essential in calculating quantities of food to purchase in order to meet the requirements for the components of the meal patterns. Yields are influenced by: (1) quality and condition of the food; (2) storage conditions and handling; (3) equipment used in preparation; (4) cooking method and time; (5) the form in which the food is to be served; and (6) serving utensils and portion control. Charts are included presenting the complete meal pattern with amounts of food for girls and boys of various ages and grades, school breakfast program meal requirements and recommendations; patterns for breakfast, lunch or supper and snacks, and meal patterns for a summer food service program. (JD)

ED 255 542 TM 850 119

Wilson, Kenneth M.
The Relationship of GRE General Test Item-Type Part Scores to Undergraduate Grades.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-RR-84-38; GREB-81-22P
PUB DATE- Feb 85
NOTE- 52p.; Contains small print in some tables and figures.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; *Grade Point Average; Higher Education; Item Analysis; Majors (Students); *Predictive Validity; Quantitative Tests; Reading Comprehension; *Test Items; Undergraduate Students; Verbal Tests; Vocabulary Skills
IDENTIFIERS- Analytical Tests; *Graduate Record Examinations

This Graduate Record Examination (GRE) study assesses: (1) the relative contribution of a vocabulary score (consisting of GRE General Test antonyms and analogies) and a reading comprehension score (consisting of GRE sentence completion and reading comprehension sets) to the prediction of self-reported undergraduate grade point average (GPA); and (2) criterion-related validity patterns for item-type part scores on the GRE quantitative and analytical measures. Data from GRE files for 9,375 examinees in 12 fields of study representing 437 undergraduate departments from 149 colleges and universities were standardized within each undergraduate department, and then pooled for analysis by field. There were differences by major field in average performance on the various item-type part scores within each test. The reading comprehension subtest carried most of the predictive load in the GRE verbal measure. Item-type part scores on the other measures also exhibited differential patterns of relationships with the self-reported undergraduate grade point average. The findings suggest that the different item types within the respective broad ability measures may be tapping somewhat unique skills and abilities and that further exploration of their potential contribution is in order. (Author/BS)

ED 255 557 TM 850 199

Higher Horizons 100, 1983-1984: An Evaluative Report Number 84-11.
Hartford Public Schools, Conn.

PUB DATE- Jul 84
NOTE- 39p.; For related documents, see ED 058 345, ED 068 591, ED 098 267, ED 120 294, ED 150 211, ED 177 516, ED 196 974, and ED 207 028.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement Gains; Achievement Tests; Attendance; Attitude Measures; Basic Skills; *Compensatory Education; *Developmental Studies Programs; Disadvantaged Youth; Program Descriptions; *Program Evaluation; Secondary Education; Self Concept; *Student Attitudes; Student Motivation; Team Teaching; *Underachievement
IDENTIFIERS- *Hartford Public Schools CT; *Higher Horizons Program; Metropolitan Achievement Tests

Higher Horizons 100 (HH 100) is a compensatory program in the Hartford, Connecticut public schools designed to provide underachieving and undermotivated secondary school students with an integrated program of academic, cultural, and counseling services. HH 100 services were designed to develop and improve the basic skills of language and mathematics, self concept, and school adjustment. In addition to improving basic skills, students in the HH 100 program were expected to improve their attendance records and attitudes about themselves and school. Staff and students reported positive improvements in all areas as a result of participation in the program. The 1983-84 school year was the first time since the program's inception that it did not operate under special fund aegis. Therefore, students who were underachieving, undermotivated, or deficient in one or more skill areas could be selected for instruction rather than just students who had tested below the 23rd percentile on the Metropolitan Achievement Tests reading, language, and mathematics subtests. (DWH)

ED 255 614 UD 024 169

Effective Schools Seminar Report, February 1982.
Seattle Public Schools, Wash.
PUB DATE- Feb 82
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Board of Education Policy; Educational Improvement; Educational Objectives; Educational Policy; *Institutional Characteristics; Parent School Relationship; Policy Formation; School Community Relationship; *School Effectiveness; School Personnel; Student School Relationship
IDENTIFIERS- *Seattle Public Schools WA

The major findings of a seminar on "Effective Schools," sponsored by the Seattle School Board and conducted in 1982, are presented in this report. In the first four sections, research on effective schools is broadly reviewed, and then a definition is offered: an effective school is one where all students master the basic skills, seek academic excellence in all subject areas, and demonstrate achievement through systematic teaching. This definition is explained at length, and then the characteristics necessary for an effective school are detailed: (1) clear goals; (2) strong leadership; (3) dedicated staff; (4) high expectations; (5) frequent monitoring of student progress; (6) early identification of learning difficulties; (7) a positive learning climate; (8) time on task; (9) curriculum continuity; (10) multicultural education; (11) communication; and (12) parent-community involvement. The next three sections, organized around these twelve characteristics, summarize problems in Seattle's schools as viewed by various individuals and groups, and provide general and specific recommendations. In the final sections specific roles that must be played by each member of the school system (school board members, administration, staff, students, and community) are outlined and policies and recommendations are listed. Seminar participants are listed and a glossary is provided. (KH)

DuVall, Charles R.; Rueff, Joseph A.

A Procedure for Implementing Detailed Grade Level Analysis by Local Curriculum Objectives Utilizing Standardized Instruments of Measure: A Comprehensive Case Study.

PUB DATE- Apr 85
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Objectives; Elementary Secondary Education; Program Evaluation; Program Implementation; *School Districts; Standardized Tests; *Testing Programs; Test Interpretation; *Test Use; Test Validity
IDENTIFIERS- Curricular Validity; *Elkhart Community Schools IN; Iowa Tests of Basic Skills; *Test Curriculum Overlap

This document traces the development of the testing and reporting system used in the Elkhart Community Schools (ECS), Indiana, from 1981 through 1985. Performance objectives were established when the program was initiated. Analyses of standardized test results were provided for teachers, principals, and central administrative staff. All school district staff members were to be involved in curriculum review, revision, and evaluation procedures. Several changes in school district policy were implemented to achieve the established goals. Program Evaluation Committees were established at the elementary and secondary levels. New testing procedures and methods of reporting scores were instituted. The Iowa Tests of Basic Skills (ITBS) item bank for each grade level was established. The requirements of the Indiana Educational Improvement Program were satisfied by the ECS testing program. The effects of the program on school curriculum at ECS are discussed. The problems involved in the testing program are examined. (DWH)

ED 255 587 UD 023 998

The State of Hispanic America. Volume IV.
National Hispanic Univ., Oakland, CA.
PUB DATE- 84
NOTE- 158p.
AVAILABLE FROM- National Hispanic Center, 255 East 14th Street, Oakland, CA 94606 ($14.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Economic Factors; Economic Opportunities; Employment; *Hispanic Americans; Immigrants; Labor Force Development; Mental Health; Minority Group Influences; Socioeconomic Influences; *Socioeconomic Status

The ten articles collected in this volume report on the socioeconomic status of Hispanics in America. They discuss trends, problems, and developments for Hispanics in these areas: education, business, technology, employment, media, economic development, foreign relations, immigration, and mental health. Titles (and authors) are: (1) "The Role of the Chicano Academic and the Chicano Non-Academic Community" (Tomas Rivera); (2) "The Hispanic Megatrend" (Roger Fridholm); (3) "The Hispanic Business Agenda" (Brian Dyson); (4) "Hispanic America, A Personal View" (Franklin R. Chang-Diaz); (5) "Employment Conditions for Hispanics in the U.S.: Occupational Segregation and Wage Inequities" (Lea Ybarra); (6) "Latinos in Film and Television" (Ricardo Montalban); (7) "Economic Development and the Hispanic Community" (Arabella Martinez); (8) "The Kissinger Report: A Hispanic-American Perspective" (Phillip V. Sanchez); (9) "Immigration" (Antonia Hernandez); and (10) "Selected Trends and Developments Related to the Mental Health Status of the Hispanic Community" (Juan Ramos and Celia Gonzalez Torres). (KH)

ED 255 435 SO 016 333

Carlson, Ken
Teacher Evaluation in Social Studies.

PUB DATE- Nov 84
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Policy; Elementary Secondary Education; *Evaluation Criteria; *Social Studies; *Teacher Evaluation

Student performance should be among the criteria used to evaluate teachers. Some advantages to comparing teachers on the basis of their students' learning are that such comparisons can provide (1) benchmarks by which to judge the validity of the criteria and measures of teaching effectiveness, (2) the evidence needed to match certain kinds of students with teachers whose style elicits maximum performance, and (3) the evidence needed to match team teachers with the areas in which they are most effective. In order for teachers to be evaluated fairly by such systems, the evaluation must be individualized to the students, the class, the particular subject taught, and the constraints of the environment in which teachers work. Teachers must be involved in designing the criteria rather than only making cosmetic changes in existing evaluation forms. Because of wide variations in goals and resources between state and local school districts, the evaluation should also be a localized procedure, occurring at the district level rather than the state or national level. (IS)

Law: The Language of Liberty. Supplemental Materials for Alabama Social Studies Teachers. Grade 11.

Alabama Administrative Office of Courts, Montgomery.

PUB DATE- Oct 81
NOTE- 41p.; For related documents, see SO 016 360-370. Produced with assistance from the Alabama State Department of Education, the Alabama Education Association, and the Alabama Council for School Administration and Supervision.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Constitutional Law; Court Litigation; Grade 11; High Schools; Instructional Materials; Juvenile Courts; *Laws; Learning Activities; *Legal Education; *Social Studies; *United States History
IDENTIFIERS- *Law Related Education

Student activities, teacher background information, and lesson ideas for teaching about law in social studies classrooms are presented. The first section provides students with a worksheet for determining the dates and historical significance of 15 great events (or documents) in U.S. history. A teacher resource list matches each event to pages in three popular textbooks (published respectively by Ginn, Harcourt, and Prentice-Hall). Next, teachers are presented with ideas for using landmark cases to teach about events in history, followed by tips for conducting mock trials. Activities center around five famous trials in U.S. history: "The Case of William Wemms, et al.," "People of Washington, D.C. versus Daniel Sickles," "People of Massachusetts versus Lizzie Borden," "People versus Harry Kendall Thaw," and the "Case of 'Shoeless' Jackson, et al." A case study is then provided to show students the treatment that juvenile delinquents received in the past. A section providing teachers with an idea for using collages to report case studies is followed by word games and a list of legal terminology. Each lesson includes teaching procedures and reproducible student handouts. (LH)

ED 255 479 SP 025 828

Waimon, Morton D., Ed.; Kanzler, Eileen, Ed.

New Dimensions of Teacher Certification in the '80s. Proceedings of the Annual Secondary Education Conference (2nd, Normal, Illinois, April 22, 1984).

PUB DATE- 22 Apr 84
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Patterns; Higher Education; *Personality Traits; Preservice Teacher Education; *Teacher Behavior; *Teacher Certification; Teacher Characteristics; *Teacher Education Programs; *Teacher Effectiveness; Teacher Evaluation; Teaching Methods; Teaching Skills; Time on Task

Under consideration in this conference was the idea that prospective teachers should be assessed on the ability to perform teaching skills relative to each other and that overall patterns of skill performance, not separate skills, should be used as the organizing focus of teacher certification. James Raths, in "Teacher Traits Revisited: Implications for Teacher Education," addressed the subject of the personal attributes of the prospective teacher, such as disposition, habits, or characteristics, and the importance of focusing upon these traits in the formative preservice period of training. Morton Waimon discussed "The Use of Student Time on Task Measures in Pre-Student Teaching Clinical Experiences." Included in the discussion were observations on the Beginning Teacher Evaluation Study and an analysis of the strengths and weaknesses inherent in the study and the Academic Learning Time Model. In the final speech, Larry Freeman discussed "A Program Manager's Agenda for Improving Secondary Teacher Certification Requirements." Reactions to the principal speakers are included. (JD)

Carlson, Sybil B.; Camp, Roberta
Relationships between Direct and Indirect Measures of Writing Ability.
Educational Testing Service Princeton, N.J.
PUB DATE- 1 Apr 85
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Entrance Examinations; Computer Assisted Testing; *English (Second Language); *Essay Tests; Experimenter Characteristics; Higher Education; Holistic Evaluation; Interrater Reliability; Language Proficiency; Scoring; Test Construction; *Test Reliability; *Test Validity; *Writing Evaluation; Writing Skills
IDENTIFIERS- Graduate Record Examinations; Test of English as a Foreign Language; Writers Workbench (Computer Software)

This paper reports on Educational Testing Service research studies investigating the parameters critical to reliability and validity in both the direct and indirect writing ability assessment of higher education applicants. The studies involved: (1) formulating an operational definition of writing competence; (2) designing and pretesting writing assessment instruments; (3) identifying and controlling parameters influencing a writing assessment program; and (4) the scoring and interpretation of measurement outcomes. Data from 638 college applicants representing three foreign language groups plus a small sample of native English speakers were collected from four writing samples scored by several methods, Test of English as a Foreign Language (TOEFL) scores, and Graduate Record Examination (GRE) General test scores. Correlational and factor analyses revealed these key findings: (1) holistic scores, discourse-level scores, and sentence-level scores were so closely related that holistic scores alone should be sufficient; (2) correlations among topics were as high across topic types as within topic types· (3) similar scoring by different types of raters suggest substantial agreement in the standards used; (4) writing sample and TOEFL scores were highly related but each also measured other aspects of English proficiency; and (5) relationship patterns between holistic writing sample scores and item type scores within GRE General Test sections were consistent with other GRE studies. (Author/BS)

Calderon, Margarita
Application of Innovation Configurations to a Trainer of Trainers Program. Bilingual Education Paper Series Vol. 6 No. 3.
California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 82
NOTE- 55p.; Paper presented at the Claremont Graduate School Seminar "Implementing and Evaluating Organization Change" (Claremont, CA, June 1981).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Bilingual Education; Case Studies; *Educational Innovation; Elementary Secondary Education; *Measurement Techniques; Models; *Staff Development; Teacher Education; Teacher Improvement; *Transfer of Training
IDENTIFIERS- Coaching; *Innovation Configurations; *Training Effectiveness

The Innovation Configurations approach is a way of measuring what aspects of a staff development training program are actually being put into practice. Unlike other methods of measuring implementation (and particularly those used in the evaluation of bilingual program implementation), it does not focus on outcomes but instead answers the questions: (1) "What is the innovation?" and (2) "How is it being used?" The procedure involves five basic steps: (1) reading descriptive materials, interviewing the developer or program facilitator, and developing a tentative list of components and variations; (2) interviewing and observing users to get a concrete image of how they implement and interweave the components; (3) in new discussions with the developer, clarifying the most important components, verifying variations, and resolving discrepancies between developer and user viewpoints; (4) collecting data through interviews, observations, and/or self-administered checklists; and (5) analyzing data. Following these descriptions of the Innovation Configurations approach, the document presents a case study of its application to an ongoing bilingual education trainer of trainers program in San Diego, in order to determine what aspects of the training have actually been implemented by trainees before a "coaching" treatment is applied. (The school district profiles thus derived are to be used as baseline data after the coaching component has been completed.) The training program is described, the development of a checklist is outlined (two drafts are appended), and results of interviews with and observations of trainees are presented. And finally, unresolved problems with the approach are discussed and conclusions and recommendations are presented. (CMG)

ED 255 615 UD 024 171

Education in Britain.
Central Office of Information, London (England).
PUB DATE- Oct 81
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Education; Compulsory Education; Curriculum; Early Childhood Education; *Educational Administration; *Educational Finance; Educational Objectives; *Educational Opportunities; *Educational Policy; Elementary Secondary Education; English (Second Language); *Foreign Countries; Government Role; International Educational Exchange; Postsecondary Education; Religious Education; Special Education; Students; Teachers; Teaching Methods
IDENTIFIERS- *United Kingdom

British education from nursery school to university, and particularly its organizational characteristics, is described broadly in this pamphlet. After an introduction which discusses general policies, administration and expenditure, the information presented falls under four main headings: (1) Schools (management, nursery and primary schools, secondary schools, independent schools, special educational needs, teachers, the curriculum, religious education in schools, educational standards, educational aids, secondary school examinations, the health and welfare of school children, and school building); (2) Post-school Education (institutions, finance, students, higher education, adult education, and teaching methods); (3) Educational Research; and (4) Educational Links Overseas (educational exchanges, overseas students in Britain, and the teaching of English). The booklet ends with a list of addresses of government departments and education-related organizations, and a bibliography of official and other relevant publications. (KH)

ED 255 495 SP 025 937

Adaptive Physical Education Program. Revised Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.

PUB DATE- 82
NOTE- 639p.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adapted Physical Education; Elementary Secondary Education; Individual Development; *Lesson Plans; *Program Development; Psychomotor Skills; Skill Development; *Student Evaluation

The 13 modules for an adaptive physical education program contained in this document provide a comprehensive teacher-training program which includes methods and materials for classroom teachers who have little or no background in the area of physical education and adaptive physical education. The activities in the curriculum are appropriate for the mentally retarded, physically handicapped, neurologically impaired, and emotionally handicapped. Each module contains specific behavioral objectives, activities and variations on activities, suggestions for the teacher, and points to be considered in evaluating pupil progress. Directions are given for pre-post testing, inter-module correlation, reassessment and record keeping, and equipment needed. (JD)

ED 255 420 SO 016 306

Spencer, Gregory

Projections of the Population of the United States, by Age, Sex, and Race: 1983 to 2080.

Bureau of the Census (DOC), Suitland, Md. Population Div.

PUB DATE- May 84

NOTE- 182p.; For a related document, see ED 142 477. Tables contain small type that may not reproduce clearly.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 003-001-91449-2, $5.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- Age; Birth Rate; Cohort Analysis; Death; *Demography; *Futures (of Society); Immigrants; Population Growth; *Population Trends; Prediction; Racial Composition; Sex; *Statistical Studies; Tables (Data)

IDENTIFIERS- *United States

Based on assumptions about fertility, mortality, and net immigration trends, statistical tables depict the future U.S. population by age, sex, and race. Figures are based on the July 1, 1982, population estimates and race definitions and are projected using the cohort-component method with alternative assumptions for future fertility, mortality, and net immigration levels. The combination of all the assumptions portrays a future American population that will grow relatively slowly, if at all. The birth rate will change but little, while the death rate will increase. The population is likely to be much older and contain more minority members. The major portion of the report consists of detailed tables. (RM)

ED 255 465 SO 016 384

Classifications. Course HP08a: Part Time BA Degree Programme.
Griffith Univ., Brisbane (Australia). School of Humanities.

PUB DATE- 28 Mar 84
NOTE- 107p.; For related courses, see SO 016 371-385. Although readings designed to supplement the course are not included, complete bibliographic information is provided.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Classification; *Course Content; Course Descriptions; External Degree Programs; Foreign Countries; Higher Education; Independent Study; *Intellectual History; Labeling (of Persons); *Mental Disorders; Nontraditional Education
IDENTIFIERS- *Australia

This course, one of 16 sequential courses comprising phase one of a part-time Bachelor of Arts degree program in Australian Studies, discusses the conditions, mechanisms, and functions that characterize classificatory systems, taking as an example the 19th century classification of some types of behavior as madness. It is designed for independent study combined with tutorial sessions. Chapter 1 is an introduction to the course and its study objectives. Chapter 2, "All the Things That Count as Classifications," deals with the problems of classification systems. Chapter 3, "Two Types of Reasoning about Madness," discusses the history of thinking about mental disorders. Chapter 4, "From Madness to Mental Illness," discusses changes in the institutions and structures dealing with the mentally ill. Chapter 5, "The Asylum: Cure by Classification," discusses institutionalization and medical control. The conclusion discusses the effects of classification. Two tutorials are also included, one dealing with the process of classification, the other with classification and mental illness. Also included are lists of required readings, additional readings, a bibliography, and self-assessment questions. (IS)

ED 255 511 SP 025 972

Effective Schooling Practices: A Research Synthesis.
Northwest Regional Educational Lab., Portland, OR. Goal Based Education Program.
PUB DATE- 84
NOTE- 21p.; The six-page bibliography contains small, light print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Curriculum Development; *Educational Research; Elementary Secondary Education; Learning Strategies; *School Administration; *School Districts; *Teacher Effectiveness; Teacher Student Relationship

Characteristics and practices identified by research associated with improvement in student performance are synthesized. Findings are organized in three sections: the classroom; the school building; and the district. The research base upon which this synthesis is drawn focused upon: (1) school effects research: the whole school studied to identify schoolwide practices that help students learn; (2) teacher effects research: studies of teachers in the classroom to discover effective practices; (3) research on instructional leadership: studies focused on what principals do to support teaching and learning; (4) curriculum alignment research: studies of effective methods of organizing and managing curriculum; (5) program coupling research: examination of the interrelationships among practices used at the district, school building and classroom levels; and (6) research on educational change: studies to identify conditions and practices that promote significant, durable change in educational programs. Citations from research supporting the synthesized findings are provided. An extensive bibliography of effective schooling research is included. (JD)

ED 255 528 SP 026 010

Brenner, Jim; Nichols, Diane

4-H/UOAC Adventure Ropes Course. Leader's Handbook.

California Univ., San Francisco. Cooperative Extension.; Urban Outdoor Adventure Center, San Francisco, CA.

PUB DATE- 81

NOTE- 136p.; Document is printed on colored paper and may not reproduce well.

AVAILABLE FROM- 4-H/Urban Outdoor Adventure Center, P.O. Box 16156, San Francisco, CA 94116 ($12.45 includes postage).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adult Programs; *Adventure Education; Athletic Equipment; Leadership Responsibility; *Leadership Training; *Outdoor Activities; Outdoor Education; Risk; Safety Education; Youth Programs

IDENTIFIERS- *Ropes

The primary purpose of this handbook is to provide a practical reference tool for individuals who have participated in the San Francisco 4-H/Urban Outdoor Adventure Center Ropes Course Leader Training. The ropes course is a maze of cables, logs, platforms and ropes that offers physical and mental challenges. It is a combination of an obstacle course, games, and individual and group initiatives that contributes to the development of self-confidence, group support, agility and coordination. The first chapter covers the philosophy behind ropes courses and their background and objectives. The leader's role is described and discussed in the second chapter. Characteristics of a successful leader are considered along with some leadership responsibilities. The third chapter offers information on such practical matters as insurance coverage, legal responsibility, safety, and site selection. The elements of a ropes course are described in the fourth chapter. The final chapter offers suggestions on evaluating the ropes course experience and debriefing. A glossary of terms and a brief bibliography of reading resources are included. (JD)

ED 255 558 TM 850 200

Pascale, Pietro J.
A High School Survey Questionnaire of Drug Attitudes and Usage.
PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; Drug Education; *Drug Use; Group Testing; High Schools; *High School Students; *Student Attitudes; Test Reliability; Test Validity
IDENTIFIERS- *Group Attitudes; *High School Survey on Drugs

The High School Survey on Drugs was developed to assess the drug attitudes of and usage by high school students. The survey was designed to determine drug usage in a specific geopolitical area and to determine drug education program needs. The questionnaire is easily administered to groups of students. There are three types of questions associated with each of thirteen classes of drugs--prevalence, frequency of usage, and perception of harmfulness. The instrument is designed to assess group, rather than individual status. The 72 item instrument is included in the document. (DWH)

ED 255 574 TM 850 217

Garner, W. Harold; Shapton, Karen

Public Evaluation of a Community College.

Sauk Valley Coll., Dixon, Ill.
REPORT NO.- SVK-RR-5
PUB DATE- 4 Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Community Attitudes; *Community Colleges; Community Involvement; Community Surveys; *Program Evaluation; Public Relations; Two Year Colleges
IDENTIFIERS- *Sauk Valley College IL; Telephone Surveys

A marketing study was conducted in the Sauk Valley College (SVC) Illinois district. This public comprehensive community college conducted a survey to determine public perceptions of the scope and quality of its programs; extent of public involvement with SVC; prospective market for SVC; and primary information sources used by the public concerning SVC. The "attentive public" model proposed by Gabriel Almond in 1950 was used in the analysis of survey results. The results of the survey indicated a positive assessment of the quality of college programs, missions, and program objectives. The results of the survey provided useful information for planning curriculum program and communication strategies. The study will be used to develop marketing strategies and to communicate with the public. (DWH)

ED 255 588 UD 024 006

Katzman, Martin T.; Childs, Harold
Black Flight: The Middle Class Black Reaction to School Integration and Metropolitan Change. Discussion Paper #17.
Texas Univ., Dallas. Southwest Center for Economic and Community Development.
SPONS. AGENCY- Education Commission of the States, Denver, Colo.
PUB DATE- Feb 79
NOTE- 51p.
CONTRACT- 22-78-14725
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Elementary Secondary Education; *Enrollment Influences; Enrollment Trends; *Family Characteristics; *Middle Class; *Neighborhoods; Private Schools; Residential Patterns; *Social Characteristics; Suburban Schools; Urban Population; *Urban to Suburban Migration
IDENTIFIERS- *Neighborhood Characteristics; Texas (Dallas)

With the large-scale movement of middle-class Blacks to the suburbs over the last two decades, the enrollment of Blacks in suburban public and private schools has risen sharply. Using the Black population of Dallas as a target group, the effect of neighborhood attributes and changing family and urban characteristics on the destinations of Blacks who moved was investigated. Analysis of data about the social characteristics of families that moved or migrated to various neighborhoods in Dallas County over the 1965-70 period (income, sex and age of household head, 1965 residence, race, number of children, number of workers) and about neighborhood characteristics (journey to work, tax rate, crime rate, neighborhood race, housing availability, social class, housing price) led to the following major findings: (1) Like their White counterparts, middle-class Blacks select residential neighborhoods that are oriented to their workplace, and (2) Race is very influential: Blacks are repelled by predominantly White neighborhoods and attracted to predominantly Black neighborhoods. Because Dallas, in the late 1960s, was exceptionally impoverished and segregated, the inferences to be drawn from this study may be biased. But casual observation of the District of Columbia reinforces the strongest implication: that Black suburbanization results not in the dispersal of the Black population but in the creation of Black suburbs. (KH)

ED 255 436 SO 016 335

Pereira, Carolyn

The Education of Juan Abdul Tipsuda. A Case Study of the New Immigrant in Chicago.

PUB DATE- Nov 84

NOTE- 42p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; *Bilingual Education Programs; *Citizenship Education; Elementary Secondary Education; *Immigrants; *Instructional Improvement; Instructional Materials; *Legal Education; Limited English Speaking; Resource Allocation; Teaching Methods

IDENTIFIERS- *Illinois (Chicago); *Law Related Education

The great variety of cultural and legal backgrounds of present-day immigrants to Chicago and the lack of adequate resources with which to fund programs has made assimilation a difficult challenge. Chicago schools are committed to provide bilingual programs to students with limited proficiency in English and 75 bilingual programs have been developed. Although plans call for citizenship instruction in students' native languages, there are no programs or materials available. Programs for adults usually focus on teaching enough English to meet basic needs. Learning about the American legal system is rarely emphasized, yet this is a crucial need because so many students, both young and older, come from societies with legal systems different from that of the United States. Some programs, such as the Citizens Information Service, begun by the Illinois League of Women Voters, have tried to provide such information but more must be done. A possible way to improve citizenship education is by using concrete cases, such as the case of Walter Polovchak (the 12-year old who refused to return to Russia with his parents), to provide useful information about the American legal system. A format designed by the Constitutional Rights Foundation for use by teachers in bilingual programs is described. Appendixes contain a list of 18 major bilingual programs taught by language and a sampling of curriculum materials on United States history and citizenship. (IS)

ED 255 480 SP 025 840

National Childhood Vaccine-Injury Compensation Act. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress on S.2117 to Amend the Public Health Service Act to Provide for the Compensation of Children and Others Who Have Sustained Vaccine-Related Injury, and for Other Purposes.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-98-1060
PUB DATE- 3 May 84
NOTE- 342p.; Document contains small and light type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Children; Community Health Services; *Compensation (Remuneration); Disease Control; *Federal Legislation; Federal Regulation; *Government Role; Hearings; *Immunization Programs; *Injuries; Special Health Problems
IDENTIFIERS- Congress 98th; Proposed Legislation; *Vaccine Related Injury

Statements are presented which were made at this hearing to amend the Public Health Service Act to provide for the compensation of children and others who have sustained vaccine-related injury. While the hearing focused on the costs and the regulatory burden that might be imposed by the legislation, the following areas were also addressed: (1) the general childhood immunization program; (2) the increasing costs of the vaccines; and (3) the findings of the Federal task force report on pertussis, the most controversial of the seven childhood vaccines. (JD)

ED 255 496 SP 025 940

Nutrition Education: Choose Well, Be Well. A Curriculum Guide for Junior High School.

California State Dept. of Education, Sacramento.

PUB DATE- 84
NOTE- 378p.; For related documents, see ED 229 154-156, ED 219 163-164 and SP 025 971.
AVAILABLE FROM- Publications Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Consumer Education; Dietetics; *Eating Habits; Food Service; *Food Standards; Health Education; Junior High Schools; Merchandising; *Nutrition Instruction

This curriculum guide for junior high school students contains 17 information acquisition lessons, 5 values awareness lessons, and 6 open-ended discussion lessons. Some lessons contain activities that extend over several days; other lessons contain one specific activity. The nutrition education goals are directed toward the attainment of nutrition subject matter, organized into five topics, which serve as a foundation for nutrition instruction, curriculum development, and evaluation. The topics included the following categories: (1) food choices as related to the attainment of optimal health; (2) factors influencing food choices (lifestyles, peers, and families); (3) food-related careers--needs, roles, responsibilities, and educational requirements; (4) consumer competencies; and (5) food handling. Activity materials for students are included. (JD)

ED 255 559 TM 850 202

Fuchs, Douglas; Fuchs, Lynn S.

The Importance of Context in Testing: A Meta-Analysis.

PUB DATE- Mar 85
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Disabilities; Effect Size; *Examiners; *Experimenter Characteristics; *Individual Testing; Interpersonal Relationship; *Meta Analysis; Research Methodology; Scientific Methodology; Socioeconomic Status; *Test Bias; Testing Problems
IDENTIFIERS- *Context Effect; Familiarity; Positivism

This article presents a meta-analysis of the effects of examiner familiarity/unfamiliarity on children's performance during individual testing. Data came from 22 controlled studies involving 1489 subjects. In a typical study, the effect of examiner familiarity raised test performance by .35 standard deviations. Differential performance favoring the familiar examiner condition was greater when subjects: (1) were of low socioeconomic status; (2) were tested on comparatively difficult tests; and (3) knew the examiner for a relatively long duration. The relationship of familiarity to examinee's handicapped status was not clear. The effects of examiner familiarity demonstrate the importance of contextual factors in testing and question the positivistic view that the test instrument is the single most important variable determining test performance. (Author/BS)

ED 255 421 SO 016 307

Wilkinson, Gary H.
We, the Americans. No. 1.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Jan 84
NOTE- 17p.; Some charts and illustrations mav not reproduce clearly. For related document, see SO 016 308.
AVAILABLE FROM- Superintendent of Documents, U.S Government Printing Office, Washington, DC 20402 (Stock No. 421-009-227/702, $1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Census Figures; *Demography; Employment Patterns; Income; Population Distribution; *Population Trends; Racial Distribution; Social Change; Tables (Data); Trend Analysis
IDENTIFIERS- United States

This booklet briefly profiles the U.S. population and the changes it has undergone since the 1970 census. It focuses on population growth, migration, changes in the racial composition, male and female employment, income levels, poverty, and home ownership. Graphs are used throughout to identify changes from the 1970 census. Findings indicate that the rapid growth of the American population after World War II will probably not occur again; that the American population is shifting south and west, out of large cities, and to suburbs and the countryside; and that minority groups are growing faster than the population as a whole. Other changes include an aging population, more education, later age at marriage, more participation by women in the work force, a drop in the poverty rate, especially for senior citizens, more home ownership, and a slight income rise when incomes were adjusted for inflation. (IS)

Law: The Language of Liberty. Supplemental Materials for Alabama Social Studies Teachers. Grade 12.
Alabama Administrative Office of Courts, Montgomery.
PUB DATE- Oct 81
NOTE- 140p.; For related documents, see SO 016 360-369. Produced with assistance from the Alabama State Department of Education, the Alabama Education Association, and the Alabama Council for School Administration and Supervision.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Constitutional Law; Court Litigation; Courts; Criminal Law; Educational Games; Grade 12; High Schools; Instructional Materials; Juvenile Courts; *Laws; Learning Activities; *Legal Education; Lesson Plans; Puzzles; Simulation; *Social Studies
IDENTIFIERS- *Law Related Education; Mock Trials

Student activity pages, teacher background information, and lesson ideas for teaching about law in social studies classrooms are presented. Lessons in this unit further develop ideas presented in the eighth grade packet and can be used to supplement a course in government. Section I provides suggestions for using community resource persons. Section II provides information and activities for teaching civil law, including a jury duty simulation, a case study, and lessons about small claims courts. Sections III and IV provide information and activities for teaching criminal and juvenile law. A chart of the criminal court process, tips on mock trials, a mock trial simulation, questions and answers about juvenile court, and a chart showing the juvenile court process are included. Section V deals with other legal subjects, including consumer protection and traffic regulation. In the sixth and final section, suggestions for activities to use with the glossary of legal terms, games and puzzles, newspaper stories and cartoons, and case studies are provided. Case studies include "Terry versus Ohio," "Stein versus Kansas," "The Case of Gerald Gault," "Tinker versus Des Moines," and the "Watergate Tapes Controversy." A list of sources of materials for court simulations concludes the document. (LH)

ED 255 466 SO 016 385

Disciplines. Course HP08b: Part Time BA Degree Programme.
Griffith Univ., Brisbane (Australia). School of Humanities.
PUB DATE- 18 Jul 84
NOTE- 95p.; For related courses, see SO 016 371-384. Although readings designed to supplement the course are not included, complete bibliographic information is provided.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Classification; *Course Content; Course Descriptions; External Degree Programs; Foreign Countries; Higher Education; Independent Study; *Intellectual Disciplines; Intellectual History; Nontraditional Education; *Science History; Sciences
IDENTIFIERS- *Australia

This course, one of 16 sequential courses comprising phase one of a part-time Bachelor of Arts degree program in Australian Studies, deals with the ways in which knowledge is historically classified into distinct fields. The example used is the 19th century demarcation between science and psuedo-science. The course is designed for independent study combined with tutorial sessions. Chapter 1 is an introduction to the course and its study objectives. Chapter 2, "Science: History of the Word," covers semantic history, professionalization, specialization, and disciplines. Chapter 3, "Defining Science and Pseudo-Science," discusses the attempts to sort the scientific from the nonscientific, using the examples of astrology, mesmerism, and phrenology. Chapter 4, "Disciplining Knowledge," deals with how knowledge is divided into disciplines and how these disciplines guard their boundaries. Chapter 5, "Modern Science and Pseudoscience," deals with changes in science in the 20th century and modern conflicts over what is scientific. Materials for the first tutorial session deal with the ways in which the scientific community is closed; the second is designed to help students with their essays. Also included are lists of required readings, additional readings, a bibliography, and self-assessment questions. (IS)

The New York State Teacher. The Metropolitan Life Survey.

Harris (Louis) and Associates, Inc., New York, N.Y.

SPONS. AGENCY- Metropolitan Life Insurance Co., New York, N.Y.
PUB DATE- Nov 84
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Career Ladders; Discipline; Educational Finance; *Educational Quality; Elementary Secondary Education; *Job Satisfaction; Merit Pay; Parent School Relationship; *School Administration; Student Behavior; *Teacher Attitudes; Teacher Evaluation; Teacher Salaries; *Teaching (Occupation)
IDENTIFIERS- *New York

Results are presented of a survey of 500 teachers in New York who were asked their opinions on public education in the state. A summary of findings provides information about teachers' opinions on: (1) emphasis on basic skills; (2) school discipline and safety; (3) extension of school day or year; (4) teacher apprenticeships; (5) career ladders and teacher testing; (6) monitoring of teacher performance; (7) standards for merit pay; (8) vouchers and tuition tax credits; (9) public attitudes toward teachers; (10) teacher salaries; (11) school administration and funding; (12) parent and community support; (13) student attitudes; (14) teacher qualifications; (15) overall quality of the public schools; (16) instructional materials and facilities; and (17) job satisfaction. Charts and tables display survey results on teachers' ratings on their schools, their jobs, and educational reform. Facts about education in New York are appended. (JD)

ED 255 529 SP 026 016

Food & Fitness. Directory. Human Nutrition Activities.

Department of Agriculture, Washington, D.C.

PUB DATE- Jun 84

NOTE- 25p.; Prepared by the Subcommittee for Human Nutrition, Committee of Research and Education of the Secretary of Agriculture's Policy and Coordination Council.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Agency Role; Agribusiness; Agricultural Production; Extension Agents; *Federal Programs; Food and Drug Inspectors; *Information Dissemination; *Nutrition; *Research Projects

Activities of the following regulatory and food service agencies of the Department of Agriculture are described: (1) Agricultural Research Service; (2) Cooperative State Research Service; (3) Economic Research Service; (4) Human Nutrition Information Service; (5) Office of Grants and Program Systems; (6) Office of International Cooperation and Development; (7) Agricultural Research Service, Information and Education; (8) Extension Service; (9) Human Nutrition Information Service; (10) National Agricultural Library; (11) Food and Nutrition Service; (12) Agricultural Marketing Service; (13) Agricultural Stabilization and Conservation Service; and (14) Food Safety and Inspection Service. The names of contact persons for each agency are included. (JD)

ED 255 544 TM 850 135

Hale, Gordon A.; And Others
Summaries of Studies Involving the Test of English as a Foreign Language, 1963-1982.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-84-3; TOEFL-RR-16
PUB DATE- Feb 84
NOTE- 228p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Academic Achievement; Aptitude Tests; *College Entrance Examinations; *English (Second Language); Higher Education; *Language Proficiency; *Language Tests; Research; Statistical Studies; Student Characteristics
IDENTIFIERS- Test of English as a Foreign Language

This set of 82 summaries is based on papers written between 1963 and 1982 concerning the Test of English as a Foreign Language (TOEFL). TOEFL is currently required by more than 2,500 colleges and universities in the United States and Canada to determine the English proficiency of applicants whose native language is not English. It is also required by various agencies and boards that accredit and license professionals trained abroad. While a few descriptive papers are included to provide historical background, the summarized papers are primarily research reports. Studies focussing on other instruments which provide data that relate performance on those instruments to TOEFL are also included. The summaries are indexed by nine major categories: (1) TOEFL's relationship to similar, standardized objective English language proficiency tests; (2) TOEFL's relationship to other measures of English language proficiency; (3) TOEFL's relationship to tests of intelligence, academic aptitude, and achievement; (4) TOEFL's relationship to later academic performance; (5) simple relation of TOEFL to student characteristics; (6) complex relations involving student characteristics; (7) statistical analysis involving TOEFL; (8) miscellaneous research issues; and (9) general descriptive papers. Papers are also indexed in 33 subcategories by types of TOEFL results reported. (BS)

ED 255 575 TM 850 218

Frary, Robert B.; And Others

Partial Information and the "Correction" for Guessing.

PUB DATE- Apr 85

NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-3, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Guessing (Tests); Higher Education; *Multiple Choice Tests; Questionnaires; Scores; *Scoring Formulas; Testing Problems; Test Interpretation; Test Validity

IDENTIFIERS- Instructions; *Test Score Variance

Students in an introductory college course (n=275) responded to equivalent 20-item halves of a test under number-right and formula-scoring instructions. Formula scores of those who omitted items averaged about one point lower than their comparable (formula adjusted) scores on the test half administered under number-right instructions. In contrast, average scores of students without omissions were nearly equal on the two halves. This interaction was statistically significant. This finding is contrasted with recently published results to the contrary, and reasons for this discrepancy are suggested. Support by measurement specialists for the use of formula scoring is analyzed in light of these findings and of misconceptions about formula scoring which are widespread among educators and the general public. It is concluded that the use of formula scoring to enhance the image of testing among this constituency is unethical. Appendices contain the written and oral instructions to the examinees and the questionnaire used to evaluate these instructions. (Author/DWH)

ED 255 602 UD 024 150

Reisner, Elizabeth R.
Building Capacity and Commitment in Bilingual Education: A Practical Guide for Educators.
NTS Research Corp., Durham, N.C. Educational Policy Development Center.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Apr 83
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bilingual Education Programs; Elementary Secondary Education; Financial Support; Government School Relationship; Parent School Relationship; Program Administration; *Program Development; Program Evaluation; Program Proposals; School Community Relationship; School Districts; Staff Development
IDENTIFIERS- *Capacity Building; Commitment; *Elementary Secondary Education Act Title VII; Instructional Effectiveness

The purpose of this guide is to assist local school districts in designing and implementing bilingual education programs that meet Title VII requirements related to the development of local "capacity and commitment" for the delivery of bilingual education services. The guide is organized in seven sections. The first section summarizes steps identified as most relevant to success in building bilingual capacity and commitment. Section 2 explains the rationale for the Title VII interest in capacity and commitment as a key element in the operation of successful bilingual education projects. The next four sections address substantive areas in which bilingual capacity and commitment can be fostered in most school systems; these areas include the bilingual instructional approach, staff development, parent and community involvement, and administration and funding. Section 7 suggests ways to describe capacity and commitment building efforts in a Title VII grant application, and also explains how applications are reviewed when they reach Washington. An appendix contains a list of Title VII funded providers of special assistance to bilingual projects that were operating in 1981-82. (KH)

ED 255 616 UD 024 172

Britain's Ethnic Minorities.

Central Office of Information, London (England).

PUB DATE- Sep 82

NOTE- 47p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Acculturation; Bilingual Education; Blacks; Cultural Pluralism; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Ethnic Discrimination; *Ethnic Groups; *Ethnic Relations; Foreign Countries; Health Services; Housing Opportunities; Immigrants; Legislation; *Minority Groups; Police Community Relationship; Population Distribution; *Public Policy; Racial Discrimination; *Racial Relations

IDENTIFIERS- *United Kingdom

This pamphlet discusses the situation of ethnic minorities--particularly those of Caribbean, Asian, or African origin--in the United Kingdom. Following introductory material, the background to immigration in Britain is described and the numbers and geographic distribution of the different ethnic groups are discussed. Next comes a general discussion of the social disadvantages faced by minorities, the extent of racial and ethnic discrimination, and government efforts to deal with both. Race relations legislation is then described, as are special measures to combat racial and ethnic disadvantage in employment, education, health, and housing. Efforts to improve relations between the police and ethnic minorities are discussed. There is a brief description of the press and broadcasting services for ethnic minorities and of arts activities undertaken by newcomers. The pamphlet ends with a listing of relevant government departments, statutory bodies, and organizations, and a bibliography of both government and nongovernment publications. (CMG)

Acheson, Keith
Principal's Role in Instructional Leadership.
31p. 1mf. L1 ED 254 960

Adelman, Clifford
Starting with Students: Notable Programs, Promising Approaches, and Other Improvement Efforts in American Postsecondary Education. Volume II.
94p. 1mf. L1 ED 255 169

Agbovi, Yao Ete, Comp.
Ewe (for Togo). Special Skills Handbook. Peace Corps Language Handbook Series.
119p. 2mf. L1 ED 255 040

Aiken, Robert
Computer Literacy in Vocational Education: Perspectives and Directions. State-of-the-Art Paper.
80p. 1mf. L1 ED 254 620

Alexander, Philip
Electronic Cottage. State-of-the-Art Paper.
72p. 1mf. L1 ED 254 614

Algina, James
Power Analysis of Selected Parametric and Nonparametric Tests for Heterogeneous Variances in Non-Normal Distributions.
42p. 1mf. L1 ED 255 571

Allington, Richard
What Is Remedial Reading? A Descriptive Study.
25p. 1mf. L1 ED 254 822

Altbach, Philip
Reviews of "International Encyclopedia of Higher Education," Edited by Asa S. Knowles.
95p. 1mf. L1 ED 255 144

Alvic, Fadia M.
Procedures for Conducting a Job Analysis: A Manual for the COMTASK Database.
96p. 1mf. L1 ED 254 612

Amato, Paul R.
Piers-Harris Children's Self Concept Scale: An Evaluation of Its Use on an Australian Population. Institute of Family Studies Working Paper No. 6.
12p. 1mf. L1 ED 255 307

Amos, Neil G.
Comparison between Teachers' Perceptions of Desirable Teacher Behavior and Actual Teacher Behavior in the Public Schools.
22p. 1mf. L1 ED 255 477

And others
University of Illinois Library. The Invisible User: User Needs Assessment for Library Public Services. Final Report from the Public Services Research Projects.
63p. 1mf. L2 ED 255 227

Anden, Gerd, Ed.
My Body--My Words. Communication for the Mentally Handicapped.
62p. 1mf. L1 ED 254 985

Andersen, Kenneth E.
Analysis of the Ethical Groundwork of Franklyn Haiman's "Speech and Law in a Free Society."
23p. 1mf. L1 ED 254 884

Andersen, Roger, Ed.
Second Languages: A Cross-Linguistic Perspective. Cross-Linguistic Series on Second Language Research.
438p. mf. L3 ED 255 029

Anderson, B. Harold
Effects of Increased Academic Requirements for Graduation on Secondary Vocational Enrollments in Colorado. Research Report. Executive Summary.
12p. 1mf. L1 ED 254 628

Anderson, Charles W., Ed.
Observing Science Classrooms: Observing Science Perspectives from Research and Practice. 1984 AETS Yearbook.
227p. 3mf. L1 ED 255 355

Anderson, Jeff
Survey of Abuse of the Elderly in Texas.
13p. 1mf. L1 ED 254 787

Anderson, Joan, Ed.
Mainstreaming in Early Education. Monograph (Number 2).
91p. 1mf. L1 ED 255 021

Anderson, Norman D.
Assessment of the Quantitative Skills of Students Taking Introductory College Biology Courses.
9p. 1mf. L1 ED 255 385

Andrews, D. A.
Some Psychometrics of Practical Risk/Needs Assessment in Corrections.
15p. 1mf. L1 ED 254 795

Apps, Jerold W.
How Are You Swimming in the Information Ocean?
26p. 1mf. L1 ED 254 667

Armstrong, Peter, Ed.
Organizing a Literature Festival in Your School. SAETA/SMMART Occasional Paper No. 1.
22p. 1mf. L1 ED 254 845

Arnold, Yvonne
Introduction to Selecting Appropriate Goals and Activities for the Severely/Profoundly Impaired That Are Appropriate for Their Age. (Using Curricular Domains).
299p. 4mf. L1 ED 254 972

Ashburn, Elizabeth A.
Methods of Assessing Teacher Education Students. Conference Proceedings.
116p. 2mf. L1 ED 255 493

Ashmore, Rhea Ann
University of Montana Reading and Study Skills Center: A Descriptive Model.
13p. 1mf. L1 ED 254 839

Astin, Alexander W.
American Freshman: National Norms for Fall 1984.
193p. 3mf. L2 ED 255 106

Attwood, Madge, Ed.
Observations of Health Care in China: Four Perspectives.
83p. 1mf. L1 ED 254 643
Visiting Scholars in Education and Work Series, 1980-81.
51p. 1mf. L1 ED 254 642

Austill, Chris, Ed.
Decision Making in a Nuclear Age.
411p. 5mf. L2 ED 255 412

Avraham, Yakov
Special Tutoring Program with Maladjusted Children and Adolescents.
17p. 1mf. L1 ED 254 971

Ayers, Marla
Race, Gender and Reciprocity Effects on Friendship Similarity during Early Adolescence.
28p. 1mf. L1 ED 255 624
Reciprocity and Junior High School Friendships.
26p. 1mf. L1 ED 255 620

Bafoua, Justin
Examination of Indiscipline in Secondary Schools in the Congo.
48p. 1mf. L1 ED 255 474

Balogh, Judy
Beyond a Dream: An Instructor's Guide for Small Business Exploration. Leadership Training Series No. 68.
253p. 3mf. L1 ED 254 658

Banziger, George
Life-Span Perspective and Attribution Theory.
25p. 1mf. L1 ED 254 790

Barnes, Ronald E.
Parental Evaluation of a Public High School District: The Product and the Process.
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